

# **NOBTS/LEAVELL COLLEGE MANUAL OF FORM & STYLE**



**NEW ORLEANS**

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

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## 1. FORMATTING THE PAPER

### TITLE PAGE

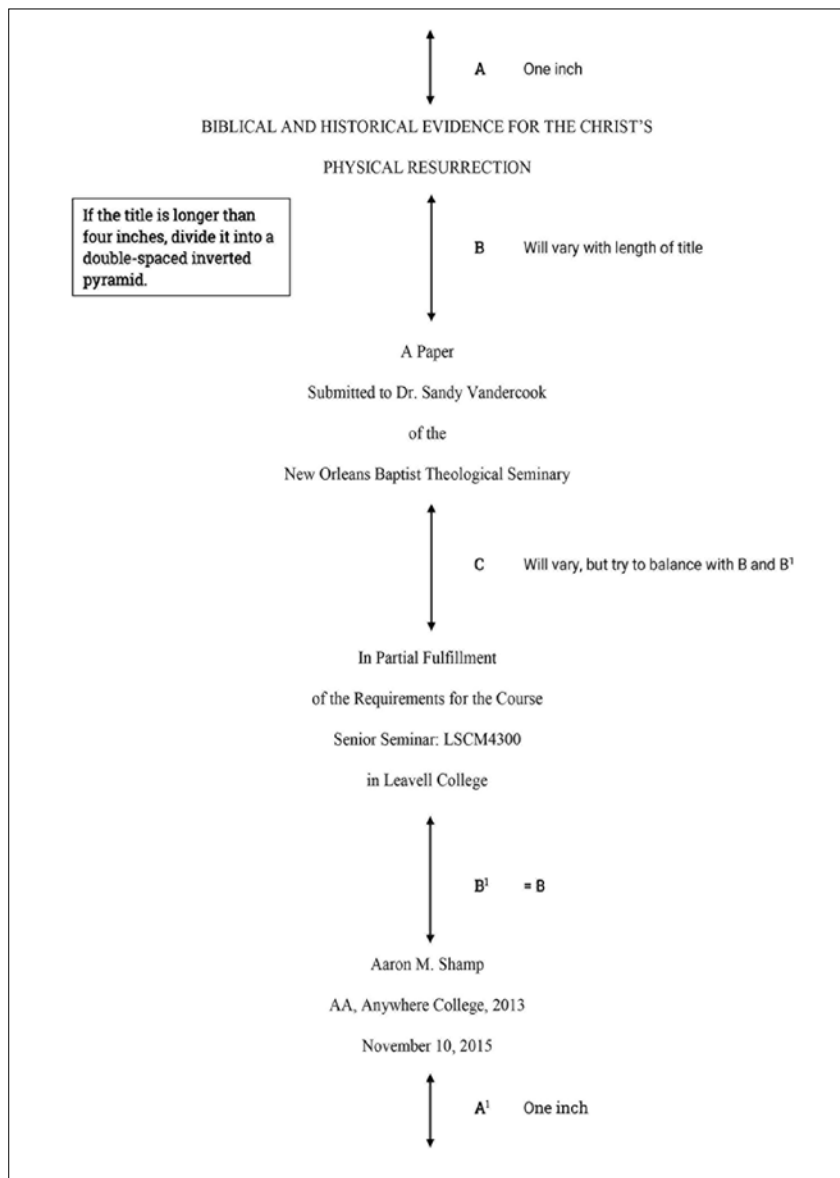
**Note to Doctoral Students:**  
See the title page guidelines provided by your program.

#### Capitalization

- ④ Use all capital letters in the title of the paper.
- ④ Use headline style in the remaining sections. Capitalize the first word of each section along with all other words except articles and prepositions.

#### Margins/Spacing

- ④ Center each line, leaving side margins of at least 1”.
- ④ If the title of the paper is longer than four inches, divide it into a double-spaced inverted pyramid.
- ④ Top margin (A) = 1”.
- ④ Bottom margin (A<sup>1</sup>) = 1”.
- ④ Spaces B and B<sup>1</sup> should be equal. The center spacing (C) may vary, but try to keep close to B and B<sup>1</sup>.

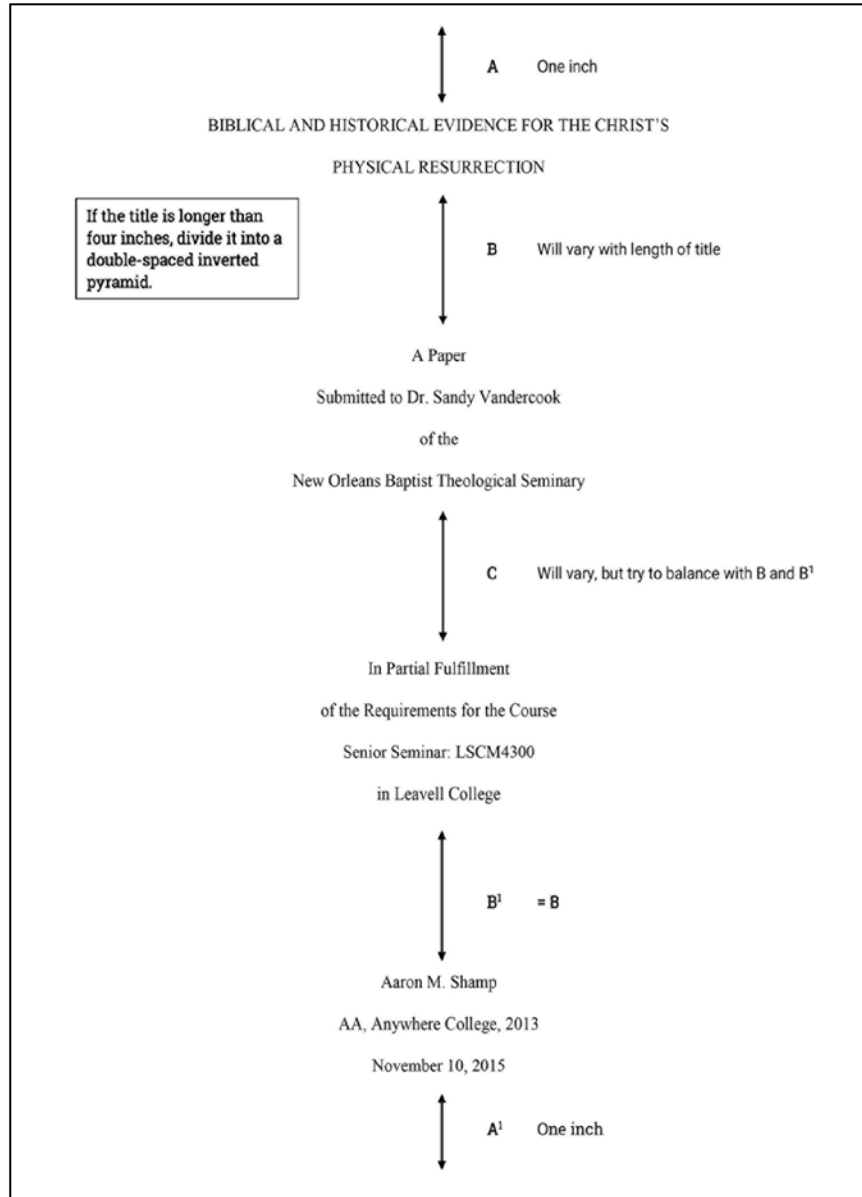


#### Font

- ④ Use a twelve-point Times New Roman font for the entire paper, including notes and page numbers. Note that some professors in the graduate program allow a ten-point Times New Roman font in footnotes. **Instructions are continued on the next page.**

### Other Important Matters Concerning the Title Page

- ④ Graduate students should replace “in Leavell College” with the division to which the course belongs, as in the following: “in Theological and Historical Studies.”
- ④ Use your full name with middle initial and period after middle initial.
- ④ If you have a college degree, abbreviate the degree, spell out the college’s name, and give the year you graduated. Rule 24.2.3 gives a list of abbreviations for academic degrees. The abbreviations have no periods or spaces. If you have more than one degree, you will type each on a separate line with a double space before and a double space after. Note that if you have no college degree, type the date you submit the paper on the same line.
- ④ The title page counts as page i of the paper, but do not type the number on the page.
- ④ Insert a blank page between the title page and the contents page. The blank page counts as page ii of the paper, but no number should appear on this page as well. Staple the paper in the top left corner only.





## CONTENTS PAGE

### Headings

- ❶ Type the heading CONTENTS 1” from the top of the page.
- ❷ Papers in Leavell College and the master’s program are too short to include chapters. Instead of chapter headings, use first-level subheads for the major sections. If you further divide the major sections, see rule A.2.2.4 regarding lower-level subheads.
- ❸ Type the headings CONTENTS and SELECTED BIBLIOGRAPHY in all caps with neither bold nor italics. See A.1.5.
- ❹ The numbers before the sections are optional. If you use them on the contents page, you must use them before the sectional headings in the text.

CONTENTS	
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1. Introduction.....	1
2. Beliefs about Resurrection in the Early Church .....	3
Defining <i>Resurrection</i> .....	3
Philosophies of Resurrection.....	5
3. The Eyewitnesses.....	9
The Early Creed.....	9
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4. The Resurrection Movement.....	14
The Rapid Growth of the Church .....	14
The Resurrection Movement .....	17
5. Conclusion .....	17
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### Margins/Spacing

- ❶ Page margins should be 1” on top and sides. The bottom margin varies according to the number of headings on the page and will be at least 1”.
- ❷ The page number of the contents page will be iii centered ½” from the bottom edge of the page, according to the Word default (A1.4.2).

### Alignment and Page Numbers

- ❶ Triple-space between the headings CONTENTS and Section, leaving two blank lines.
- ❷ Align the first-level subheads, including the introduction and conclusion, flush left. Also, align the heading SELECTED BIBLIOGRAPHY flush left with the subheads.
- ❸ Double space between subheads on the contents page, leaving one blank line.
- ❹ Single space any run-over line of a heading (A.2.1.6 in the 8th and A.2.1.7 in the 9th).  
*Instructions continued on next page.*

- ☛ Indent a lower-level subhead one tab stop to the right of the previous level.
- ☛ Align the page numbers for sections of the paper on the right. The “ones” column should fall in a straight line.
- ☛ Although the period dot leaders are optional in Turabian 8 and 9, using them aids the reader in matching the page number to the appropriate section of the paper.

## TEXT OF THE PAPER

### Introduction Heading

- ☛ Papers in Leavell College and the master’s program are too short to include chapters. Instead of being a chapter heading, the introduction requires a first-level subhead. It should be centered, typed in bold or italics, but not both.

### Margins/Spacing

- ☛ All margins=1” from the edge of the paper to the text (A.1.1 and fig. A.9).
- ☛ Due to headings and footnotes, the bottom margin may be slightly more than 1”.
- ☛ Leave one blank line between the heading and the text that follows.
- ☛ Double-space text.
- ☛ Separate paragraphs with only one blank line.

### Indentation

- ☛ Indent paragraphs a consistent measure (A.1.3). One tab stop is a good distance.
- ☛ Indent footnotes the same distance as paragraphs (16.3.4).

### Pagination

- ☛ The first page of the introduction is arabic 1. The number should be centered 1” from the bottom of the page (Word default). *Continued on next page.*

#### 1. Introduction

Jesus’ resurrection is the heart of the Christian faith. The conviction that he was executed by Roman crucifixion, buried, and raised victoriously from the grave is the lifeblood of the church. Douglas Groothuis underscored the importance of Jesus’ resurrection to Christianity when he pointed out that no other religion finds its beginning and centers its whole existence on the claim that its founder died and rose again from the grave.<sup>1</sup> The resurrection, then, is not simply a convenient or inspirational piece of the Gospels’ four stories; rather, Jesus’ exodus from the tomb is the crux of everything that he said or did in his lifetime. Lee Strobel declared, “The Resurrection is the supreme vindication of Jesus’ divine identity and his inspired teaching.”<sup>2</sup>

The resurrection is also paramount to Christianity’s promise that God can forgive the sins of every man and woman who will repent. No other biblical writer made this point clearer than Paul in 1 Corinthians 15. In verses 16-17, Paul contended that “if the dead are not raised, not even Christ has been raised. And if Christ has not been raised, your faith is futile and you are still in your sins.”<sup>3</sup> N. T. Wright explained that Jesus’ resurrection confirms that “the living God has in principle dealt with evil once and for all, and is now at work, by his own Spirit, to do for us and the whole world what he did for Jesus on that first Easter day.”<sup>4</sup> Christianity, therefore, is wholly dependent upon the resurrection for its promise of forgiveness of sins, as well as its hope

<sup>1</sup> Douglas Groothuis, *Christian Apologetics: A Comprehensive Case for Biblical Faith* (Downers Grove, IL: IVP Academic, 2011), 527.

<sup>2</sup> Lee Strobel, *The Case for Christ: A Journalist’s Personal Investigation of the Evidence for Jesus* (Grand Rapids: Zondervan, 1998), 206.

<sup>3</sup> All Scripture references will be from the English Standard Version unless otherwise noted.

<sup>4</sup> N. T. Wright, *For All God’s Worth: True Worship and the Calling of the Church* (Grand Rapids: William B. Eerdmans, 1997), 66.

- ④ Beginning with page 2, the page numbers of the remaining pages of the text should be at the top of the page.
- ④ As page 3 of the sample paper shows, the page number may be ½” from the top of the page and 1” from the right edge of the page. Another option is to center the number ½” from the top of the page. See A.1.4.2.
- ④ The text will begin 1” from the top edge of the paper.

### Footnotes

- ④ According to 15.3.1, to indicate you have cited a source, place an arabic superscript at the end of a quotation or paraphrase in the text.
- ④ Number notes consecutively beginning with arabic 1 (16.3.3).
- ④ Also according to 15.3.1, beneath the text you should cite the source of the information the text in a “correspondingly numbered note that provides information about the source (author, title, and facts of publication) plus relevant page numbers.”
- ④ Separate the footnotes from the text with a short separator line of consistent length (16.3.4.1). The default length is 2” and the line is to appear immediately below the text rather than at the bottom of the page. See pages 39-42 of the appendix of this manual.
- ④ Turabian prefers the note number typed on the line followed by a period and the footnote (See 16.3.4). However, Turabian also allows the superscript numbers shown here. The superscript number of the footnote is to be followed by a blank space and then the note (16.3.4). Many professors prefer the superscript numbers, which are the default in Word. You may use either style; just be consistent. *Continued on next page.*

3

assumptions, the defense of the thesis will include an examination of the early church’s understanding and use of the term *resurrection*, the eyewitness testimonies to Jesus’ resurrection, and the early Christian movement.

**2. Resurrection in the Early Church**

The historical context of the first church included a variety of beliefs regarding death and the afterlife. Understanding the meaning of the term *resurrection* is necessary for one to understand fully what the New Testament writers claimed when they wrote that Jesus had risen from the dead. A comprehension of what resurrection meant in their context will also benefit one to know how a Greco-Roman or Jewish person would have received the disciples’ claim. Therefore, establishing a definition of *resurrection* for the ancient Mediterranean world will provide a basis of comparison of the concept across Christianity, Judaism, and pagan religions.

*Defining Resurrection*

Modern Westerners tend to define *resurrection* and “life after death” as a state of disembodied bliss after the physical event of death. This vague belief is often wrongly applied to the writers of the New Testament, as well as the beliefs of the average Jew or pagan of the first century. Wright offered an extensive study of the Greek term for resurrection: *anastasis*. He explained that *anastasis* denoted a “content” and “a definite narrative shape.”<sup>7</sup> First, the content of *anastasis* regards the action that occurs in resurrection. This action is a definite re-embodiment of the previously deceased. Wright clarified that the content of *anastasis* did not mean “the state . . . that immediately follows the event of bodily death.”<sup>8</sup>

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<sup>7</sup> N. T. Wright, *The Resurrection of the Son of God*, Christians Origins and the Question of God 3 (Minneapolis: Fortress Press, 2003), 31.

<sup>8</sup> *Ibid.*, 30-31.

- Single space the subsequent lines of each footnote but double space between the notes (A.1.3 and 16.3.4.1).

## Headings for Sections and Subsections

- Headings for major sections of the paper (including the introduction and conclusion) should be centered and in bold or italics. If you further divide these sections into subsections, choose them in “any suitable descending order” (carried over from 6th ed., 1.38). For instance, if the writer of the paper were to use a third-level subhead for the heading “The Early Creed” rather than a second-level, then he or she could not use a second-level heading anywhere else in the paper.

- See A2.2.4 for the different levels of headings.
- Leave two blank lines between a heading and the preceding text. Leave only one blank line between the heading and the text that follows.
- If two headings appear together with no intervening text, leave only one blank line between them.
- Never end a page with a heading. You must have at least two lines of text beneath it.

## Block Quotations

- If a quotation is five lines or more, present it as a single-spaced block quotation. Double space from the main text to the quotation, which should be indented the same as paragraph and footnote indentation. If the first sentence of the quotation begins a paragraph in the original, indent the first line of the block quotation another tab stop to indicate that indentation. The right margin of the block should be the same as the rest of the text. See rule 25.2.2. *Instructions continued on next page.*

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Jew. As a movement that began within Judaism, this sudden, drastic development in the understanding of resurrection is quite puzzling. Wright concluded.

The question any historian must ask, discovering such a nest of intricate ideas, at once so Jewish and so unlike anything any Jew had said before, is obvious: what caused these developments—from within, these newly articulated resurrection-beliefs? Paul himself would have answered: it was Jesus’ own resurrection. . . . However vivid the spiritual experience of Paul or other early Christians, there is no reason to suppose that they would have articulated their beliefs and hopes in anything like this way unless they really did believe that Jesus had been ‘raised from the dead’ in the sense that everybody in the ancient world would have understood, that is, bodily.<sup>20</sup>

What was so inconceivable to the Jews was a certainty to Paul and the early Christians.

**3. The Eyewitnesses**

The Christian application of the term *resurrection* was unique among the predominant worldviews of its own historical and cultural context. This new belief in resurrection may cause one to ask whether it agreed with the claims of the actual eyewitnesses to the resurrected Christ. Bart Ehrman would argue that belief in Jesus’ bodily resurrection was a later embellishment.<sup>21</sup> However, the evidence from the early Christian creed in 1 Cor. 15:1-11 and the testimony of the Gospels will confirm that all first-century Christians were in agreement: Jesus had been raised bodily from the dead.

The Early Creed

Paul wrote 1 Corinthians in order to address a number of issues that had arisen in the Corinthian church. In 1 Corinthians 15, Paul responded to an issue about the resurrection which had been circulating in the church. In verse 12 he asked, “Now if Christ is proclaimed as raised

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<sup>20</sup> Wright, *Resurrection*, 373.

<sup>21</sup> Bart D. Ehrman, *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee* (New York: HarperOne, 2014), 159-256, iBook.

- ❶ Do not enclose the block within quotation marks. If the block has a quotation within it, that quotation should retain its double quotation marks. Place the footnote number at the end of the block quotation.
- ❶ Do not end a paragraph with a block. Instead, follow the block with one or more sentences that highlight the main idea of the block or respond to it in some way. See rule 25.2.2 regarding punctuation of the sentence that introduces the block quotation.

### Widows and Orphans

- ❶ Do not end a page with only the first line of a new paragraph (an orphan). Likewise, do not begin a new page with only the last line of a paragraph (a widow).

9

Jew. As a movement that began within Judaism, this sudden, drastic development in the understanding of resurrection is quite puzzling. Wright concluded,

The question any historian must ask, discovering such a nest of intricate ideas, at once so Jewish and so unlike anything any Jew had said before, is obvious: what caused these developments-from-within, these newly articulated resurrection-beliefs? Paul himself would have answered: it was Jesus' own resurrection. . . . However vivid the spiritual experience of Paul or other early Christians, there is no reason to suppose that they would have articulated their beliefs and hopes in anything like this way unless they really did believe that Jesus had been 'raised from the dead' in the sense that everybody in the ancient world would have understood, that is, bodily.<sup>20</sup>

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<sup>20</sup> Wright, *Resurrection*, 373.

<sup>21</sup> Bart D. Ehrman, *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee* (New York: HarperOne, 2014), 159-256, iBook.

## SELECTED BIBLIOGRAPHY

### Headings

- ❶ Because the bibliography is not part of the text, it is an element of the paper, as is the table of contents. As such, both headings are to be centered and typed in all caps, not bold.
- ❷ Consult with your professor regarding dividing the bibliography into sections with subheadings. For instance, the bibliography to the right has been arranged into three categories: books, electronic documents, and periodicals. See 16.2.2.4 for various ways to organize the sources. Other professors require only a single list of sources with no subheads as shown on the next page.

SELECTED BIBLIOGRAPHY

**Books**

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Grand Rapids: William B. Eerdmans, 2006.

Bruce, F. F. *The New Testament Documents: Are They Reliable?* 6th ed. Downers Grove, IL: InterVarsity, 1981.

Craig, William Lane. *Reasonable Faith: Christian Truth and Apologetics*. 3rd ed. Wheaton, IL: Crossway, 2008.

Groothuis, Douglas. *Christian Apologetics: A Comprehensive Case for Biblical Faith*. Downers Grove, IL: IVP Academic, 2011.

Keller, Timothy. *The Reason for God: Belief in an Age of Skepticism*. New York: Riverhead Books, 2008.

Strobel, Lee. *The Case for Christ: A Journalist's Personal Investigation of the Evidence for Jesus*. Grand Rapids: Zondervan, 1998.

Wright, N. T. *The Challenge of Jesus: Rediscovering Who Jesus Was and Is*. Downers Grove, IL: IVP Academic, 1999.

———. *For All God's Worth: True Worship and the Calling of the Church*. Grand Rapids: William B. Eerdmans, 1997.

———. *The Resurrection of the Son of God*. Christian Origins and the Question of God 3. Minneapolis: Fortress Press, 2003.

**Electronic Documents**

Carrier, Richard. "Was Resurrection Deemed Impossible?" The Secular Web. Accessed November 9, 2015. [https://infidels.org/library/modern/richard\\_carrier/improbable/resurrection.html](https://infidels.org/library/modern/richard_carrier/improbable/resurrection.html).

———. "Why I Don't Buy the Resurrection Story." The Secular Web. Accessed October 23, 2015. [http://infidels.org/library/modern/richard\\_carrier/resurrection/](http://infidels.org/library/modern/richard_carrier/resurrection/).

Ehrman, Bart D. "Fuller Reply to Richard Carrier." *The Bart Ehrman Blog*. April 25, 2012. <http://ehrmanblog.org/fuller-reply-to-richard-carrier/>.

———. *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee*. New York: HarperOne, 2014. iBook.

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### Margins/Spacing

- ❶ Margins should be 1" on all sides, including the top.
- ❷ If you have divided the bibliography into sections, type the subheadings for the sections in the same style as the first-level subheads in the text.
- ❸ DO NOT double space twice after the title SELECTED BIBLIOGRAPHY. Instead, triple space from the title to the first subhead, **Books**, leaving two blank lines. The heading **Books** should be centered.
- ❹ Also, leave two blank lines between the last bibliographic entry of each section and the next subhead.
- ❺ Double space from each of the subheads to the first bibliographic entry below it. *Instructions continued on next page.*

## Bibliographic Entries

- ④ Arrange entries alphabetically by the author's family name (or editor's family name if no author is given).
- ④ Align the first line of each entry flush left, but indent any run-over lines the same as paragraph and footnote indentation in the text.
- ④ For listing multiple works by the same author, in the subsequent entries use a 3-em dash in place of the author's name, followed by a period. See the subsequent works by Carrier and Ehrman in the sample bibliography.
- ④ Also when listing multiple works by the same author, arrange them in alphabetical order by the titles of the works, ignoring initial articles *a*, *an*, and *the*. See the last three entries by Wright in the sample bibliography
- ④ If a work has no known author or editor, begin the entry with the title. Disregard the articles *a*, *an*, and *the* when alphabetizing. See 16.2.2.1, last paragraph.
- ④ Refer to chapters 16 and 17 for examples of bibliographic entries for various types of sources not included in this document.

### SELECTED BIBLIOGRAPHY

- Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Grand Rapids: William B. Eerdmans, 2006.
- Bruce, F. F. *The New Testament Documents: Are They Reliable?* 6th ed. Downers Grove, IL: InterVarsity, 1981.
- Carrier, Richard. "Was the Resurrection Deemed Impossible?" The Secular Web. Accessed November 9, 2015. [http://infidels.org/library/modern/richard\\_carrier/improbable/resurrection.html](http://infidels.org/library/modern/richard_carrier/improbable/resurrection.html).
- . "Why I Don't Buy the Resurrection Story." The Secular Web. Accessed October 23, 2015. [http://infidels.org/library/modern/richard\\_carrier/resurrection/](http://infidels.org/library/modern/richard_carrier/resurrection/).
- Craig, William Lane. *Reasonable Faith: Christian Truth and Apologetics*. 3rd ed. Wheaton, IL: Crossway, 2008.
- Ehrman, Bart D. "Fuller Reply to Richard Carrier." *The Bart Ehrman Blog*, April 25, 2012, <http://ehrmanblog.org/fuller-reply-to-richard-carrier/>.
- . *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee*. New York: HarperOne, 2014. iBook.
- Evans, Craig A. "Getting the Burial Traditions and Evidences Right." In *How God Became Jesus: The Real Origins of Belief in Jesus' Divine Nature*, edited by Michael F. Bird, 71-93. Grand Rapids: Zondervan, 2014. eBook.
- Groothuis, Douglas. *Christian Apologetics: A Comprehensive Case for Biblical Faith*. Downers Grove, IL: IVP Academic, 2011.
- Keller, Timothy. *The Reason for God: Belief in an Age of Skepticism*. New York: Riverhead Books, 2008.
- Strobel, Lee. *The Case for Christ: A Journalist's Personal Investigation of the Evidence for Jesus*. Grand Rapids: Zondervan, 1998.
- Wright, N. T. *The Challenge of Jesus: Rediscovering Who Jesus Was and Is*. Downers Grove, IL: IVP Academic, 1999.
- . *For All God's Worth: True Worship and the Calling of the Church*. Grand Rapids: William B. Eerdmans, 1997.
- . *The Resurrection of the Son of God*. Christian Origins and the Question of God 3. Minneapolis: Fortress Press, 2003.

## 2. SAMPLE FOOTNOTES AND BIBLIOGRAPHY ENTRIES

In this section, you will find sample footnotes and bibliographic entries for many of the types of sources you will cite in a paper. For types of sources not given here, see chapter 17 of Turabian. The following examples illustrate generally the following elements: author, title of the work, publishing information, and location of the quotation or paraphrase.

For each of the following types of sources, the first example of each pair is a footnote and the second example is a bibliographic entry. Note the key differences of the two. In footnotes, the author's name is given in the standard order and the first line of the footnote is indented. In the bibliography, the family name is given first (for the first author), and the subsequent lines of the bibliographic entry are indented. Also, notice the differences in punctuation.

For further explanation of the different elements in the notes and bibliographic entries, see the footnotes and bibliographic section of Frequently Asked Questions on pages 26-28.

### BOOKS

#### One Author

<sup>1</sup> Stephen Nelson Rummage, *Planning Your Preaching: A Step-by-Step Guide for Developing a One-Year Preaching Calendar* (Grand Rapids: Kregel Publications, 2003), 101.

Rummage, Stephen Nelson. *Planning Your Preaching: A Step-by-Step Guide for Developing a One-Year Preaching Calendar*. Grand Rapids: Kregel Publications, 2003.

Notice the colon separating the title and the subtitle.

#### Two Authors

<sup>1</sup> Andrew E. Hill and John H. Walton, *A Survey of the Old Testament*, 3rd ed. (Grand Rapids: Zondervan, 2009), 66.

Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 3rd ed. Grand Rapids: Zondervan, 2009.

#### Three Authors

<sup>1</sup> H. C. Brown Jr., H. Gordon Clinard, and Jesse J. Northcutt, *Steps to the Sermon: A Plan for Sermon Preparation* (Nashville: Broadman Press, 1963), 98.

Brown, H. C., Jr., H. Gordon Clinard, and Jesse J. Northcutt. *Steps to the Sermon: A Plan for Sermon Preparation*. Nashville: Broadman Press, 1963.



## Four or More Authors

<sup>1</sup> Ralph Sampson et al., *The Hermeneutical Challenge* (Jackson, MS: Cottonville Press, 2014), 16.

Sampson, Ralph, Tom Parker, Billy Ware, and Davey Jones. *The Hermeneutical Challenge*. Jackson, MS: Cottonville Press, 2014.

Note that the use of *et al.* is not allowed in the bibliography, so you must list all of the co-authors in the bibliography. If the authors of the book are referred to as contributors, you should use rule 17.1.8.2. According to this rule, a separate bibliographic entry is given for each contributor cited in the paper. See “parts of books” on pages 11-12 of this manual for further explanation.

## Editor(s) or Translator(s) instead of Author

<sup>1</sup> Argile Smith and Jeanine Bozeman, eds., *Interpersonal Relationships for Ministers* (Gretna, LA: Pelican, 2004), 77.

Smith, Argile, and Jeanine Bozeman, eds. *Interpersonal Relationships for Ministers*. Gretna, LA: Pelican, 2004.

## Editor(s) in addition to Author

James Taylor, *Stories of My Life*, ed. Bill Street and Wallace Caldwell (St. Louis: Midwest Press, 2009), 39.

Note: The abbreviation *ed.* does not end in –s because it stands for “edited by” rather than “editors.”

Taylor, James. *Stories of My Life*. Edited by Bill Street and Wallace Caldwell. St. Louis: Midwest Press, 2009.

## PARTS OF BOOKS

### Prefaces and Forewords

If you quote or paraphrase from the forward or preface of a book, the footnote should begin with the author of the forward or preface. See rule 17.1.8.1 for further explanation.

## Individual Chapters

### 1. A chapter in a book in which each chapter is written by a different contributor

#### Footnotes

The first citation from this type of book requires a full reference, as shown in the following example. The note begins with the contributor's name followed by the title of the chapter and the book title. The note ends with the names of the editors, the publication information, and the page number(s) of the source cited. Note that an editor can also be a contributor:

<sup>1</sup> Walter C. Jackson, "Church Ministry Leadership," in *Preparing for Christian Ministry: An Evangelistic Approach*, ed. David P. Gushee and Walter C. Jackson (Grand Rapids: Baker Books, 1998), 170.

If you cite other contributors, you may use a special shortened note for each new reference, as shown in footnote number 2. The note begins with the contributors' names and the name of the chapter followed by the editors' names and the page number.

<sup>2</sup> John Dever and Janet Furness Spessart, "Social Ministry in the Community," in Gushee and Jackson, 233.

If you cite from a chapter previously cited and you have intervening references between the initial citation and the new citation, then you may use an even more abbreviated reference in the new citation (see pages 24-25 of this manual for an explanation of the use of shortened references and *Ibid.*) For instance, a shortened reference for the source cited in the first note would be as follows:

<sup>3</sup> Jackson, "Leadership," 171.

**OR**

<sup>3</sup> Jackson, 171.

#### Bibliographic entries

If you cite only one chapter from a book of collected works, you will need only one bibliographical entry, as shown in the following example. Also note that in the bibliographic entry, the numbers given after the editor's name are the inclusive page numbers of the entire article or chapter.

Jackson, Walter C. "Church Ministry Leadership." In *Preparing for Christian Ministry: An Evangelistic Approach*, edited by David P. Gushee and Walter C. Jackson, 169-89. Grand Rapids: Baker Books, 1998.

If, however, you quote from two or more chapters, you will need one main entry for the book as a whole, beginning with the editor or editors. In the following list, the main entry is the

second entry. The other two entries are for chapters written by contributors. You may use an abbreviated bibliographic form for each chapter cited, as in the following examples. The numbers at the end of these two entries are the inclusive page numbers of the chapters:

Dever, John, and Janet Furness Spessart. "Social Ministry in the Community." In Gushee and Jackson, 231-43.

Gushee, David P., and Walter C. Jackson, eds. *Preparing for Christian Ministry: An Evangelistic Approach*. Grand Rapids: Baker Books, 1998.

Jackson, Walter C. "Church Ministry Leadership." In Gushee and Jackson, 169-89.

Notice that because the bibliographic entries are arranged alphabetically, a shortened reference for a chapter of a book may appear in the bibliography before the full reference of the same book.

## 2. A part written by one author included in a work co-written with another author

Turabian has no rule that directly applies. The following is an adaptation of 17.1.8.

<sup>3</sup> Edward William Fudge, "The Case for Conditionalism," in *Two Views of Hell: A Biblical and Theological Dialogue*, by Edward William Fudge and Robert A. Peterson (Downers Grove, IL: InterVarsity Press, 2000), 81.

Fudge, Edward William. "The Case for Conditionalism." In *Two Views of Hell: A Biblical and Theological Dialogue*, by Edward Fudge and Robert A. Peterson, 19-113. Downers Grove, IL: InterVarsity Press, 2000.

In the bibliographic entry, the numbers *19-113* are the inclusive page numbers of Fudge's contribution to the book.

## INDIVIDUAL VOLUMES IN MULTIVOLUME SETS

### 1. Article by a contributor in a named volume

Many citations from multivolume works are to articles by contributors. As a result, the note should begin with the name of the contributor. Identifying the editors of the whole set is unnecessary; however, identify the editors of the individual volume if possible. List these editors after the title of the individual volume rather than the set.

<sup>1</sup> David Bebbington, "The Growth of Voluntary Religion," in *The Cambridge History of Christianity*, vol. 8, *World Christianity, c. 1815-c.1914*, ed. Sheridan Gilley and Brian Stanley (Cambridge, UK: Cambridge University Press, 2006), 53.

Bebbington, David. "The Growth of Voluntary Religion." In *The Cambridge History of Christianity*. Vol. 8, *World Christianity, c. 1815-c.1914*, edited by Sheridan Gilley and Brian Stanley, 53-69. Cambridge, UK: Cambridge University Press, 2006.

## 2. Contributor of an article in an unnamed volume of a multivolume work

Since the volume is not named, place the volume number before the page number at the end of the note. In the bibliographic entry, the numbers 1-27 are the inclusive numbers of the article.

<sup>1</sup> Heiko Oberman, "Martin Luther: Forerunner of the Reformation," in *The Reformation: Critical Concepts in Historical Studies*, ed. Andrew Pettegree (London: Routledge, 2004), 1:25.

Oberman, Heiko. "Martin Luther: Forerunner of the Reformation." In *The Reformation: Critical Concepts in Historical Studies*, edited by Andrew Pettegree, vol. 1, 1-27. London: Routledge, 2004.

## 3. A named volume in a set by one author.

<sup>1</sup> Johannes Quasten, *Patrology*, vol. 1, *The Beginnings of Patristic Literature from the Apostles Creed to Irenaeus* (Allen, TX: Christian Classics, 1995), 254.

Quasten, Johannes. *Patrology*. Vol. 1, *The Beginnings of Patristic Literature from the Apostles Creed to Irenaeus*. Allen, TX: Christian Classics, 1995.

## BOOKS IN A SERIES

If a book belongs to a series, identify the series after the title of the book. Omit any initial article *The* before the series title. Most commentaries belong to a series. See the next section for specific guidelines of footnotes and bibliography entries for commentaries.

<sup>1</sup> N. T. Wright, *The Resurrection of the Son of God*, Christian Origins and the Question of God 3 (Minneapolis: Fortress Press, 2003).

Wright, N. T. *The Resurrection of the Son of God*. Christian Origins and the Question of God 3. Minneapolis: Fortress Press, 2003.

## COMMENTARIES

Most commentaries appear in series, not in multivolume works. In a series, the individual volumes do not share a common copyright date. Instead, they are released individually over time. In multi-volume works, all of the volumes usually have the same copyright date. This information is available on the title page of the book. Sometimes, the author advises in the preface whether the commentary belongs to a series or multi-volume work. The third format is the individual volume, which belongs to neither a series nor multivolume work.

**Unnumbered Commentary Series** (Individual volumes have no volume number.)

NOTE: The trend in preparing notes and bibliographic entries for commentary series is to omit the editor(s). The following examples do not identify the editor(s).

**1. Unnumbered commentary by one author on one book of the Bible**

<sup>1</sup> David Toshio Tsumura, *The First Book of Samuel*, New International Commentary on the Old Testament (Grand Rapids: William B. Eerdmans, 2007), 41.

Tsumura, David Toshio. *The First Book of Samuel*. New International Commentary on the Old Testament. Grand Rapids: William B. Eerdmans, 2007.

**2. Unnumbered volume by one author containing commentary on multiple books of the Bible**

<sup>2</sup> O. Palmer Robertson, *The Books of Nahum, Habakkuk, and Zephaniah*, New International Commentary on the Old Testament (Grand Rapids: William B. Eerdmans, 1990), 163.

Robertson, O. Palmer. *The Books of Nahum, Habakkuk, and Zephaniah*. New International Commentary on the Old Testament. Grand Rapids: William B. Eerdmans, 1990.

**Numbered Commentary Series** (Each volume has a volume number.)

In each the following examples, the number following the commentary series is the volume number.

**1. A numbered volume of commentary written by one author on one biblical book**

<sup>3</sup> Ralph W. Klein, *1 Samuel*, 2nd ed., Word Biblical Commentary 10 (Nashville: Thomas Nelson, 2008), 41.

Klein, Ralph W. *1 Samuel*, 2nd ed. Word Biblical Commentary 10. Nashville: Thomas Nelson, 2008.

**2. A numbered volume written by one author on multiple books of the Bible**

<sup>4</sup> Daniel I. Block, *Judges-Ruth*, New American Commentary 6 (Nashville: Broadman and Holman, 1999), 361.

Block, Daniel I. *Judges-Ruth*. New American Commentary 6. Nashville: Broadman and Holman, 1999.

**3. A numbered volume with commentary on several books of the Bible, with each book commentary written by a different commentator**

<sup>5</sup> Billy K. Smith, “Obadiah,” in *Amos, Obadiah, and Jonah*, New American Commentary 19B (Nashville: Broadman and Holman, 1995), 172.

Smith, Billy K. “Obadiah.” In *Amos, Obadiah, and Jonah*, 171-201. New American Commentary 19B. Nashville: Broadman and Holman, 1995.

The numbers 171-201 are the inclusive page numbers of the section on Obadiah.

**Other Types of Commentaries****1. Citation from a one-volume commentary containing commentaries of each book of the Bible with different contributors for each book**

<sup>6</sup> Walter C. Kaiser Jr., “Deuteronomy,” in *The Baker Illustrated Bible Commentary*, ed. Gary M. Burge and Andrew E. Hill (Grand Rapids: Baker Books, 2012), 147.

Kaiser, Walter C., Jr. “Deuteronomy.” In *The Baker Illustrated Bible Commentary*, ed. Gary M. Burge and Andrew E. Hill, 146-75. Grand Rapids: Baker Books, 2012.

**2. Citation from one volume of a multivolume commentary containing commentaries by different authors for each book of the Bible or a section of the Bible,**

The source of the following citation is a multivolume work rather than a commentary series. All of the volumes of this particular commentary have the same publishing date. The numbers 338–417 in the bibliographic entry are the inclusive page numbers of the section on the book of Numbers.

<sup>7</sup> R. Dennis Cole, “Numbers,” in *Zondervan Illustrated Bible Backgrounds Commentary*, vol. 1, *Genesis, Exodus, Leviticus, Numbers, Deuteronomy*, ed. John H. Walton (Grand Rapids: Zondervan, 2009), 339.

Cole, R. Dennis. “Numbers.” In *Zondervan Illustrated Bible Backgrounds Commentary*. Vol. 1, *Genesis, Exodus, Leviticus, Numbers, Deuteronomy*, edited by John H. Walton, 338-417. Grand Rapids: Zondervan, 2009.

**3. Citation from a commentary not belonging to a multivolume work or a series**

Cite these commentaries just as you would a standard book. See page 10 of this manual.

## REFERENCE WORKS (DICTIONARIES, ENCYCLOPEDIAS, AND LEXICONS)

### General Reference Works

For a general reference such as Webster's dictionary or a popular encyclopedia set such as *World Book Encyclopedia*, see rule 17.5.3. in Turabian 8 and 17.9.1 in Turabian 9. Note according to that rule, the writer should cite the source in the footnote. However, including the source in the bibliography is optional. We recommend that the source should not be included in the bibliography.

### Specialized Reference Works

For specialized reference works such as biblical or theological dictionaries, theological encyclopedias, and lexicons, give both a footnote and bibliography entry. Notice that each entry should begin with the name of the author(s) of the article. The name of the author(s) usually appears at the end of the article. In some biblical studies classes, you may be required to use the SBL style guide for lexicons. If not, you should use the rule below that applies.

#### 1. Article from a one-volume dictionary, encyclopedia, or lexicon

<sup>1</sup> Harold Mosley and Steve Bond, "Isaiah, Book of," in *Holman Illustrated Bible Dictionary*, ed. Chad Brand, Charles Draper, and Archie England (Nashville: Holman Bible Publishers, 2003), 838.

Mosley, Harold, and Steve Bond. "Isaiah, Book of." In *Holman Illustrated Bible Dictionary*, edited by Chad Brand, Charles Draper, and Archie England, 837-41. Nashville: Holman Bible Publishers, 2003.

Note: In the bibliographic entry, the page numbers 837-41 give the inclusive page numbers of the entire article.

#### 2. Article from a multivolume dictionary, encyclopedia, or lexicon

<sup>2</sup> Richard W. Jones, "Lame, Lameless," in *The Anchor Bible Dictionary*, ed. David Noel Freedman (New York: Doubleday, 1992), 4:136.

Jones, Richard W. "Lame, Lameless." In *The Anchor Bible Dictionary*, edited by David Noel Freedman, 4:135-36. New York: Doubleday, 1992.

Note: In the footnote, 4:136 identifies the volume number and page number where the citation may be found. The bibliographic entry gives the volume number and the inclusive page numbers of the entire article.

## JOURNAL ARTICLES

For an overview of the nature of journals and an explanation of the difference between journals and magazines, please read Turabian rule 17.2. Notice that the volume number of the journal belongs immediately after the journal title. Do not place a comma before the volume number and do not use the word *volume* or the abbreviation *vol.* before the number. If the journal has an issue number, indicate that number after the volume number.

### Journal Articles in Print

<sup>1</sup> Norris Grubbs and Scott Drumm, “What Does Theology Have to Do with the Bible? A Call for the Expansion of the Doctrine of Inspiration,” *Journal of the Evangelical Theological Society* 53, no. 1 (March 2010): 65.

Grubbs, Norris, and Scott Drumm. “What Does Theology Have to Do with the Bible? A Call for the Expansion of the Doctrine of Inspiration.” *Journal of the Evangelical Theological Society* 53, no. 1 (March 2010): 65-79.

### Online Journal Articles

Except for the URL given at the end, a note and bibliography entry for an online journal article are identical to those of a printed journal article. Also according to the 9th edition, you should not provide an access date for online journals as the 8th edition required. Please note the change.

#### 1. Online journal articles not accessed through Ebscohost

<sup>2</sup> Bernard Korzeniewski, “Magic of Language,” *Open Journal of Philosophy* 3, no. 4 (November 2013): 456, <http://www.file.scirp.org/Html/37720.html>.

Korzeniewski, Bernard. “Magic of Language.” *Open Journal of Philosophy* 3, no. 4 (November 2013): 455-65. <http://ww.scirp.org/Html/37720.html>.

#### 2. Online journal articles accessed through Ebscohost

Do not give the complete URL that appears in the address bar or on a printed copy. Because Ebscohost requires a password, using that URL will not take the reader to the article. Instead, give the address that will take the reader to the Ebscohost login page: <http://search.ebsco.host.com/>. An instruction sheet with the ID and password to Ebscohost is available at the library desk. The reader can locate the article using the search features in Ebscohost.



<sup>3</sup> Robert A. Peterson, “Does the Bible Teach Annihilationism?” *Bibliotheca sacra* 156 (January-March 1999): 23, <http://search.ebscohost.com/>.

Peterson, Robert A. “Does the Bible Teach Annihilationism?” *Bibliotheca sacra* 156 (January-March 1999): 13-27. <http://search.ebscohost.com/>.

Note: please disable any hyperlinks that appear in bibliographic entries.

## MAGAZINE ARTICLES

### Magazine Articles in Print

<sup>1</sup> Douglas Estes, “The Linguistic Origins of the Question,” *Christianity Today*, September 1, 2017, 65.

Estes, Douglas. “The Linguistic Origins of the Question.” *Christianity Today*, September 1, 2017, 64-67.

### Online Magazine Articles

<sup>1</sup> Douglas Estes, “The Linguistic Origins of the Question,” *Christianity Today*, September 1, 2017, 65, <http://search.ebscohost.com/>.

Estes, Douglas. “The Linguistic Origins of the Question.” *Christianity Today*, September 1, 2017, 64-67. <http://search.ebscohost.com/>.

## DISSERTATIONS, THESES, AND DMin PROJECTS

Note: Do not italicize the titles of these works. Instead, use quotation marks.

<sup>1</sup> Blake M. Newsom, “A Critical Analysis of Style in the Preaching of Charles Stanley and Andy Stanley” (PhD diss., New Orleans Baptist Theological Seminary, 2012), 95.

Newsom, Blake M. “A Critical Analysis of Style in the Preaching of Charles Stanley and Andy Stanley.” PhD diss., New Orleans Baptist Theological Seminary, 2012.

<sup>2</sup> James Kentwood, “The Role of Metaphor in Preaching” (master’s thesis, New Orleans Baptist Theological Seminary, 2018), 14.

Kentwood, James. “The Role of Metaphor in Preaching.” Master’s thesis, New Orleans Baptist Theological Seminary, 2018.

As the following example shows, some works may be accessed through databases.

<sup>3</sup> Mark Louis Johnson Sr., “Researching Racial Reconciliation in the Southern Baptist Convention to Develop a Workshop for the Liberty Hill Baptist Church, Cleveland, Ohio” (DMin project, New Orleans Baptist Theological Seminary, 2018), 15, ProQuest.

Johnson, Mark Louis, Sr. “Researching Racial Reconciliation in the Southern Baptist Convention to Develop a Workshop for the Liberty Hill Baptist Church, Cleveland, Ohio.” DMin project, New Orleans Baptist Theological Seminary, 2018. ProQuest.

## PAPERS PRESENTED AT MEETINGS OR CONFERENCES

<sup>1</sup> Rhyne Putman, “Where Does Inerrancy Fit in the ‘Doctrinal Triage’? Bibliology, Ecclesiology, and Doctrinal Taxonomy” (paper presented at the annual meeting of the Evangelical Theological Society, Baltimore, MD, November 19-21, 2013).

Putman, Rhyne. “Where Does Inerrancy Fit in the ‘Doctrinal Triage’? Bibliology, Ecclesiology, and Doctrinal Taxonomy.” Paper presented at the annual meeting of the Evangelical Theological Society, Baltimore, Maryland, November 19-21, 2013.

## BAPTIST FAITH AND MESSAGE

<sup>1</sup> Southern Baptist Convention, *The 2000 Baptist Faith and Message*, SBC.net, <http://sbc.net/bfm/bfm2000.asp>.

Southern Baptist Convention. *The 2000 Baptist Faith and Message*. SBC.net. <http://sbc.net/bfm/bfm2000.asp>.

No access date is needed for *The Baptist Faith and Message*.

## ELECTRONIC BOOKS

See rule 17.1.10 for examples of various types of electronic books. Choose the type that best matches the source that you are citing. Note that online books, including commentaries, do not require access dates. Also note that the volume number of the commentary follows the series title.

<sup>1</sup> Robert H. Stein, *Luke*, The New American Commentary 24 (Nashville: Broadman & Holman, 1992), 415, Logos.

Stein, Robert H. *Luke*. The New American Commentary 24. Nashville: Broadman & Holman, 1992. Logos.

If the source provides no page numbers or uses locator numbers rather than page numbers, use descriptive locators instead. For instance, the descriptive locator may identify a specific paragraph, such as in the following example:

<sup>1</sup> Robert L. Cates, *When Fake News Becomes News* (San Diego: Arrow Press, 2017), chap. 2, second paragraph under the heading “When Elephants Fly,” Kindle.

Cates, Robert L. *When Fake News Becomes News*. San Diego: Arrow Press, 2017. Kindle.

## WEBSITES

For articles from websites, you will need to begin the entry with the author’s name. If the article has no author named, begin with title of the article. Follow the article title with the name of the site (no italics). If the site gives the date the article was posted or modified (or other similar terms), provide that date as shown in the first entry below. If no date is given, give the access date. End the entry with the URL. Often the writer of the paper must divide a URL in order for the address to fit properly without leaving a long blank space before the address. To remedy the problem, estimate how much of the address will fit in the blank space. Then enter a space at an appropriate place. See the last bullet of rule 20.4.2 regarding where you may divide the address. See the first bibliographic entry below.

<sup>4</sup> Bruce Ware, “Summaries of the Egalitarian and Complementarian Positions,” The Council of Biblical Manhood and Womanhood, July 26, 2007, <https://cbmw.org/uncategorized/summaries-of-the-egalitarian-and-complementarian-positions>.

Ware, Bruce. “Summaries of the Egalitarian and Complementarian Positions.” The Council of Biblical Manhood and Womanhood. July 26, 2007. <https://cbmw.org/uncategorized/summaries-of-the-egalitarian-and-complementarian-positions>.

If the website indicated only a year or a copyright date, then give the date you accessed the article, as follows. Do not give the copyright date.

<sup>2</sup> Richard Carrier, “Why I Don’t Buy the Resurrection Story,” The Secular Web, accessed October 23, 2015, [http://infidels.org/library/modern/richard\\_carrier/resurrection/lecture.html](http://infidels.org/library/modern/richard_carrier/resurrection/lecture.html).

Carrier, Richard. “Why I Don’t Buy the Resurrection Story.” The Secular Web. Accessed October 23, 2015. [http://infidels.org/library/modern/richard\\_carrier/resurrection/lecture.html](http://infidels.org/library/modern/richard_carrier/resurrection/lecture.html).

If the article indicated that the site was updated or modified, then give the month, date, and year of the revision and modification. In this case, do not give an access date.

<sup>3</sup> “Facts about the Death Penalty,” Death Penalty Information Center, last modified December 5, 2018, <http://deathpenaltyinfo.org/documents/FactSheet.pdf>.

“Facts about the Death Penalty.” Death Penalty Information Center. Last modified December 5, 2018. <http://deathpenaltyinfo.org/documents/FactSheet.pdf>.

## BLOGS

For blogs, you will need to begin the entry with the author’s name. Follow the blog title with the name of the blog site. If the blog site does not contain the word *blog* in the title, follow the title with *blog* in parentheses. If the site gives the date the blog was posted, provide that date as shown in the entry below.

<sup>1</sup> Chuck Kelley, “The Great Commission: Where Are We Now?,” *Chuck Kelley* (blog), April 4, 2016, <http://www.DrChuckkelley.com/>.

Kelley, Chuck. “The Great Commission: Where Are We Now?” *Chuck Kelley* (blog), April 4, 2016, <http://www.DrChuckkelley.com/>.

Also, see rule 21.12.1 regarding the comma following the question mark in the footnote example. The comma sets off the title from the remainder of the entry and the question is part of the title.

## ONLINE VIDEOS

<sup>1</sup> Gary Habermas, “The Resurrection Argument That Changed a Generation of Scholars, Part 1,” The Veritas Forum, published May 15, 2017, video of lecture, <http://youtube.com/watch?v=nMGLRR5XMM>.

Habermas, Gary. “The Resurrection Argument That Changed a Generation of Scholars, Part 1.” The Veritas Forum. Published May 15, 2017. Video of lecture. <http://youtube.com/watch?v=nMGLRR5XMM>.

## PODCASTS

<sup>1</sup> Wayne Grudem, “The Canon of Scripture: Old Testament Canon,” Apologetics 315.com, May 5, 2010, podcast of lecture, <https://podcasts.apple.com/US/podcast/wayne-grudems-systematic-theology/id322844869>.

Grudem, Wayne. “The Canon of Scripture: Old Testament Canon.” Apologetics 315.com. May 5, 2010. Podcast of lecture. <https://podcasts.apple.com/US/podcast/wayne-grudems-systematic-theology/id322844869>.

Apologetics 315 is the name of the site. May 5, 2010, is the date the article was posted or published. If the article has no specific date it was posted or last modified, give the date you accessed it.

## SCRIPTURE CITATIONS

### Option 1: Citing Scripture in a Footnote

#### 1. The first reference to Scripture in the paper

If you are citing both chapter and verse(s) in the footnote, abbreviate the title of the biblical book and give the chapter and verse(s) in arabic. See the list of traditional abbreviations of the biblical books in rules 24.6.1 and 24.6.3. Follow the first Scripture citation with a sentence identifying the translation to be used in the paper. Do not include the Bible in the bibliography.

<sup>1</sup> 1 Cor. 5:1-4. All Scripture references will be from the NASB unless otherwise noted.

#### 2. Subsequent Scripture references

<sup>2</sup> Eph. 4:1.

#### 3. Subsequent Scripture reference from a different translation than stipulated in the first note

<sup>2</sup> Eph. 4:1 (NIV).

### Option 2: Citing the Scripture Reference within the Text

#### 1. Citing the reference within the syntax of the appropriate sentence of the text

In Eph. 4:1, Paul addressed the unity of the church.

Paul wrote in Eph. 6:1, “Children, obey your parents in the Lord, for this is right.”

#### 2. Placing the reference in parentheses following the verse

Note in the following example, the terminal period of the sentence should follow the parentheses. If you use parenthetical references for Scripture, you may need to use a footnote with the first parenthetical reference to identify the translation, as in the following example:

Paul wrote, “Children, obey your parents in the Lord, for this is right” (Eph. 6:1).<sup>1</sup>

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<sup>1</sup> Unless otherwise noted, all Scripture references will be from the NASB.

## SECONDARY SOURCE OF A QUOTATION

Using a secondary source of a quotation is a practice you will need to avoid in writing research papers. In other words, if one author quotes another author and you want to use the quotation, try to find the original source of the quotation and quote from it. If, however, you cannot obtain the original, then you would consult rule 17.10 in the 8th ed. or 17.9.3 in the 9th.

Please be advised: Many professors forbid the use of secondary sources of quotations. Consulting the original source may reveal whether the author has misquoted the original or has used the quotation out of context.

## CITING FROM A SOURCE PREVIOUSLY CITED IN THE TEXT

### Using *ibid.* (with no intervening references)

You should give only one full reference for each source used in the paper. Thereafter, for a note that cites the same source and page number as the preceding note (no references to other sources between the two notes), use *ibid.* If the page number of the subsequent note is different, type *ibid.* followed by comma and the page number. *ibid.* should always end with a period because it is an abbreviation meaning “in the same place.”

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<sup>1</sup>N. T. Wright, *The Challenge of Jesus: Rediscovering Who Jesus Was and Is* (Downers Grove, IL: IVP Academic, 1999), 31.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*, 34.

According to the sequence of notes in the example, the second footnote references the same source and page as the first source, N. T. Wright’s book. The third footnote is a reference to page 34 of the same source given in note 2, which again would be Wright’s book.

Note that an *ibid.* can follow another *ibid.* Although Turabian gives no limit as to how many *ibids.* you may use in succession, using more than two or three may indicate that you are depending too much upon one source.

Finally, according to rule 16.4.2, the writer of the paper should avoid using *ibid.* as the first note on a page. However, NOBTS allows students to continue to use *ibid.* as the first reference on a page, especially in longer works such as dissertations.

## Using Shortened Notes

If you have intervening references to other sources between two notes to the same source, you cannot use *ibid.* for the subsequent note. Instead, you should use a shortened note, according to one of the following methods.

Method 1:     <sup>4</sup> Jones, 10.

Cite the author's family name followed by a comma, the page number(s), and a period.

Method 2:     <sup>4</sup> Jones, *Plant Life*, 10.

Give a shortened title of the work (of up to four words) between the author's family name and the page number(s), set off with commas.

Method 3:     See the following explanation.

Use the author-only method unless you use more than one work by the same author(s). For those works, include the shortened title. Be consistent.

In the following notes, footnotes 7 and 8 indicate that the writer of the paper used more than one source by Wright and only one source by Lakoff and Johnson. The writer also has the option to use author-title notes for all shortened references in the paper. Notice that the shortened title of Wright's book consisted of only four words, based upon Turabian 16.4.1, which holds that the shortened title should be four words or fewer. Also, the subtitle should not be included after the first citation.

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<sup>4</sup> George Lakoff and Mark Johnson, *Metaphors We Live By* (Chicago: University of Chicago Press, 1980), 39.

<sup>5</sup> N. T. Wright, *For All God's Worth: True Worship and the Calling of the Church* (Grand Rapids: William B. Eerdmans, 1997), 39.

<sup>6</sup> N. T. Wright, *The Resurrection of the Son of God, Christian Origins and the Question of God 3* (Minneapolis: Fortress Press, 2003), 41.

<sup>7</sup> Wright, *For All God's Worth*, 39.

<sup>8</sup> Lakoff and Johnson, 55.

As footnote 8 shows, if a book has two or three authors, give the family name of each one in the shortened reference. See figure 16.2 on page 159 in Turabian 8 or page 165 in Turabian 9 for works with more than three authors and works cited by an editor rather than an author.

Also, if the source is a shorter work such as an article or chapter of a book, enclose the shortened title in quotation marks rather than using italics.

### 3. FREQUENTLY ASKED QUESTIONS

#### FOOTNOTES AND BIBLIOGRAPHIES

- Q1. How do I cite a book that doesn't identify the author?
- A1. Begin the reference with the title of the work. See rule 17.1.1.5
- Q2. If a book has more than three authors, do I have to identify all of them?
- A2. The answer is "yes" and "no." In footnotes, give the first author's name followed by et al., which means "and others." In bibliographies, you must list all of the authors' names. See figure 16.1, rule 2 in Turabian 8 or rule 4 in Turabian 9, for how to order and punctuate the list of names.
- Q3. Do I have to give the subtitle of a book in the footnote?
- A3. Yes, you need to give both titles in the first citation. After all, doing so will make your paper longer. Place a colon between the title and subtitle. If the book has two subtitles, place a semicolon before the second one. Finally, if a title ends with a question mark or an exclamation mark, do not add the colon.
- Q4. Should I capitalize every word in a book title?
- A4. Sometimes you will, but most of the time you will not. Capitalize titles headline style. That is, capitalize the first and last words and all other words except articles, coordinate conjunctions, prepositions, and *to* of an infinitive. Even if the title of the book appears in all caps on its cover or title page, you should present the title headline style. See rule 22.3.1.1 for more details.
- Q5. If a book has more than one publication date, which date do I use?
- A5. Use the most recent date on the copyright page. See rule 17.1.6.3.
- Q6. If more than one city is given on the copyright page, which one do I use in the footnote?
- A6. Use the first city listed (17.1.6.1).



- Q7. Why do some graders mark my paper when I give the city and state instead of just the city?
- A7. Graders know you should not give the state for well-known cities. According to 17.1.6.1, "If the city of publication might be unknown to readers or confused with another city of the same name, add the abbreviation of the state . . ., province, or (if necessary) country."
- Q8. What should I do if the copyright page doesn't identify the place of publication?
- A8. According to rule 17.1.6.1, use the abbreviation n.p. in notes and N.p. in bibliographies.
- Q9. Can I shorten the publisher's name?
- A9. According to 17.1.6.2, you should give the publisher's name "exactly as it appears on the title page." However, also according to the same rule, you may "omit the initial *The* and such abbreviations as *Inc.*, *Ltd.*, *A.A.*, *Co.*, *&Co.*, and *Publishing Co.* (and the spelled-out forms of such corporate abbreviations)."
- In addition, NOBTS professors also allow students to shorten well known publishers by giving only the family name. William B. Eerdmans Publishing Co. can be given as simply Eerdmans.
- Q10. What should I do if the copyright page doesn't identify the publisher?
- A10. The older versions of Turabian instructed writers to use n.p. and N.p. However, rule 17.1.6.2 advises to give only the place and date of publication.
- Q11. What should I do if I can't find the copyright date?
- A11. Look again. If you still cannot find the day, type n.d. in place of the date.
- Q12. What should I do if my source has no page numbers?
- A12. Use a descriptive locator. In other words, briefly describe the location of the information you cited. For instance, you might give the number of a paragraph in a chapter, or you might indicate that the source of the information is under a specific heading in a chapter.
- Q13. When I give the starting and ending page numbers of a source, how do I know how many numbers to put after the hyphen?

A13. Mark rule 23.2.4 and table 23.2 in your Turabian manual. Follow the table, and be patient.

Q14. How do I cite information given in a content footnote of a source?

A14. See the beginning of rule 17.1.7.2.

Q15. How do I cite a classical work?

A15. Footnotes are much different for classical works. When you need to cite a classical, medieval, or early English work follow the rules under 17.5.1 in Turabian 8 or the rules under 17.8.1 in Turabian 9.

Q16. Why does my footnote separator line go across all of the page and how can I correct the problem?

A16. Reference pages 39-42 in the Microsoft Word appendix of this manual.

Q17. What should I do when a line of a footnote has only a few words followed by a long blank space and a URL begins on the next line?

A17. The computer program recognizes the URL as one word and that one word is too long to fit on the previous line. To solve the problem, estimate how much of the address can fit on the previous line and then divide the address into two “words” by entering a space at an appropriate place. See the last bullet of rule 20.4.2 regarding where you may break the address.

## PUNCTUATION

Q18. Do I need to place a comma before the *and* joining two clauses of a compound sentence?

A18. Yes, you should place a comma before *and*. An exception is that you do not have to use a comma “between two short independent clauses with no internal punctuation” (21.2.1). However, this exception can be subjective, so you may want to use the comma regardless of the length of the clauses.

Q19. Do I need to place a comma before the conjunction *and* preceding the last item of a series?

A19. If you are joining three or more items in a series, you should place a comma before the *and* preceding the last item. Some grammarians omit the comma (known as the

Oxford comma). Turabian, however, includes the comma, and many professors favor the use of the comma. In short, using the comma is the way we have always done it.

- Q20. What's the difference between a semicolon and a colon?
- A20. The best answer to this question is to read and study rules 21.3 and 21.4. Also see the last paragraph of rule 21.2.2. Turabian gives a clear explanation of the uses of these two punctuation marks.
- Q21. When a question mark and a quotation mark fall together at the end of a sentence, which comes first?
- A21. The answer varies case by case. If the quotation itself is a question, then the question mark goes before the closing quotation marks, regardless of whether the whole sentence is a question or not. If the quotation is not a question but the sentence is, then the question mark follows the quotation mark. See 21.12.2.1.

## TITLES OF WORKS

- Q22. Which words of the title of a source should I capitalize?
- A22. You should use headline style capitalization when giving the title of a work in your paper. Capitalize the first word and last word of both the title and the subtitle. Within the title, capitalize all other words except for the articles *a*, *an*, and *the*. Also use lowercase for *as* and *to* of an infinitive. Do not capitalize a preposition (*to*, *from*, *according to*, *concerning*) or a coordinate conjunction (*and*, *or*, *nor*, *but*, *so*, *for*, *yet*) unless it is the first or last word of the title. See 22.3.1.1.

Note: If the title page of the work itself gives the title in all caps, still use the headline method in your paper.

## NUMBERS

- Q23. What numbers should I spell out and what numbers should I express as arabic numerals?
- A23. The general rule in Turabian is to “spell out all numbers from one through one hundred. If the number has two words, use a hyphen (fifty-five). Also spell out round numbers followed by *hundred*, *thousand*, *hundred thousand*, *million*, and so on. . . . For all other numbers, use arabic numerals” (Turabian, 23.1.1).

Turabian has a few exceptions to the rule. Especially see rules 23.1.2.1 (numbers beginning sentences; 23.1.3 (percentages); and 23.1.8 (chapter numbers).

## CAPITALIZATION

- Q24. Should I capitalize the word *biblical* and other words that refer to the Bible?
- A24. Although you capitalize Bible when it refers to the Holy Scriptures, do not capitalize the adjectives *biblical* and *scriptural*, unless, of course, they are the first word of a sentence. You should also capitalize other nouns and phrases that are synonymous with the Bible, such as the Scriptures, Holy Scriptures, the Word of God, and God's Word. Also, capitalize the Gospels when referring to the first four books of the New Testament.
- Q25. Shouldn't I capitalize pronouns that refer to God or Jesus?
- Q25. The trend for many years has been not to capitalize pronouns such as *he*, *his*, and *him* when they refer to deity. In fact, these pronouns are not capitalized, even though they refer to deity, in many translations of the Bible, including the King James, the NIV, and the New Living Translation.
- Q26. When do I capitalize the word *church*?
- A26. Capitalize *church* if it is part of the official name of a denomination or part of the name of a specific congregation. For instance, *church* should be capitalized in the United Methodist Church and Evansville Baptist Church. Do not capitalize *church* in expressions such as "the early church" or "the church fathers."

## 4. MATTERS OF STYLE

In this section, the term *matters of style* refers to certain preferences the faculty has toward the way writers express themselves. These preferences really have nothing to do with grammatical mistakes. Instead, the preferences concern an informal and inefficient style versus a more formal, efficient style. Matters of style include weak beginnings, passive voice, colloquialisms, and clichés. Other concerns include tense and person.

### WEAK BEGINNINGS

#### Avoiding *It Is*

- ☛ A frequently occurring weak beginning is the expletive use of *it is*. *It* is an expletive when it has no antecedent, the word to which *it* refers. In the following two sentences, *it* has no antecedent:

Weak: Dr. Vandercook uses innovative approaches to teaching. It is difficult to fall asleep in her class.

- ④ Ask yourself, “What is extremely difficult?” The answer is “to fall asleep in her class.” Reword the second sentence in light of that answer.

Good: Dr. Vandercook uses innovative approaches to teaching. Falling asleep in her class is difficult.

### Avoiding *There Is/are*

- ④ In many sentences, *there* is not used as an adverb to mean “a place.” Instead, it is a grammatical expletive. It really has no meaning, as in the next sentence:

Weak: There were many scholars who accepted the earlier dating of the manuscript.

- ④ Many times, the writer may improve the sentence by crossing out *there*, the verb *is/was/were*, and the pronoun *who, which, or that*.

Weak: ~~There were~~ many scholars ~~who~~ accepted the earlier dating of the manuscript.

Good: Many scholars accepted the earlier dating of the manuscript.

- ④ Other sentences, however, may require more than omitting a few words. Consider the following sentence:

Weak: ~~There is~~ no clear textual basis in the Bible for the doctrine of purgatory.

- ④ This sentence has no *who, which, or that* to omit. The remaining words do not form a sentence. Instead, you will need to rewrite the sentence, giving it a new subject and a new verb. Consider the following two rewrites:

Good: The Bible has no clear textual basis for the doctrine of purgatory.

The doctrine of purgatory has no clear textual basis in the Bible.

- ④ Finally, avoid rewriting sentences with the expletive *there* by using the verb *exists*. This method is overused and wooden.

Weak: There are several techniques to attract a reader’s attention in an essay.

Weak: Several techniques exist to attract a reader’s attention in an essay.

Better: Writers may use several techniques to attract a reader’s attention in an essay.

## Avoiding *This Is*

- ❶ *This* is a demonstrative pronoun or pointing pronoun. It should point to a noun that follows it—this what? Many times, writers begin sentences with *this*. Usually, *this* does not refer to just one word in the preceding sentence. Instead, *this* likely refers to the meaning of the whole sentence.

Weak: The author used many verses out of context to support his arguments. This led to several faulty conclusions.

- ❷ *This* in the second sentence does not point to a following noun as it should. Neither does it have an antecedent in the preceding sentence. Instead, *this* really refers to the whole idea of the preceding sentence. To improve the sentence, you may follow *this* with a word(s) that characterizes the preceding sentence.

Good: The author used many verses out of context to support his arguments. This proof texting led to several faulty conclusions.

- ❸ Another option is to rewrite the first sentence and use it as the subject of the second sentence, avoiding the use of *this* altogether.

Good: The author's use of many verses out of context to support his arguments led to several faulty conclusions.

## SEMINARY PREFERENCES

### The Active Voice

- ❶ Writers should avoid writing in the passive voice. In the passive voice, the subject does not perform the action of the verb. Instead it is acted upon; it is passive in relation to the verb.

Passive:       The battle was won by the Israelites.

- ❷ The subject *battle* does not perform the action of the verb. The battle did not win. Many times the object of the preposition after the verb performs the action. *Israelites* should be the subject.

Active:         The Israelites won the battle.

- ❸ Other sentences in the passive voice do not identify who or what is doing the action. In these sentences, you will need to identify the actual subject and rewrite the sentence with the new subject. In the first sentence below, who did the action is not stated. The second sentence, however, identifies the true subject:

Passive:       Thirty thousand Gibeonites were killed after they could not pronounce the word *Shibboleth*.

Active: Jephthah's troops killed thirty thousand Gibeonites after they could not pronounce the word *Shibboleth*.

- Using the active voice has several advantages:

The active voice is more concise.

It is more specific. The actual subject performs the action.

It is more energetic or forceful.

- Although writers should avoid the passive voice, it does have its purposes:

Use the passive voice if the actual subject is unknown.

Use the passive voice to emphasize the recipient rather than the doer of the action.

## Tense

- Style guides suggest using the past tense to express completed actions, especially regarding what an author wrote or what a historical figure did or said. However, professors in some disciplines, such as theological and historical studies, prefer the present tense. Ask your professor which tense he or she requires.

Past tense: In *The Road*, Cormack McCarthy told the story of a father and his son travelling through a postapocalyptic land ravaged by murder.

Present tense: In *The Road*, Cormack McCarthy tells the story of a father and his son travelling through a postapocalyptic land ravage by murder.

- Although the main verb of the sentence should be in the past tense, sometimes a shift into the present tense may be necessary when an author is expressing a timeless truth of an ongoing action. For example:

Incorrect: In 1 John, John proclaimed that God was both love and light.

Correct: In 1 John, John proclaimed that God is both love and light.

- Although written in the past, resources provide information in the present.

Incorrect: *The Wealth of Nations* contained a discussion of the basic economic principle of supply and demand in a free-enterprise society.

Correct: *The Wealth of Nations* contains a discussion of the basic economic principle of supply and demand in a free-enterprise society.

Incorrect: John 3:16 expressed the depth of God's love for the world.

Correct: John 3:16 expresses the depth of God's love for the world.

### Third Person Point of View

- 🔊 Academic writing should be in the third person.

Incorrect: I observed that the candidate used more metaphorical expressions of “Life is a Journey” than any other conceptual metaphor. [**first person**]

Incorrect: Note that the candidate used more metaphorical expressions of “Life is a Journey” than of any other conceptual metaphor. [**second person**—The understood subject of the verb *Note* is *you*.]

Correct: The candidate used more metaphorical expressions of “Life is a Journey” than of any other conceptual metaphor. [**third person**]

- 🔊 Students also should avoid using the terms *this writer* and *this researcher* to refer to themselves and thus avoid the use of first person. The two terms sound artificial and stilted.

Weak: This writer observed that the candidate used more metaphorical expressions of “Life is a Journey” than of any other conceptual metaphor.

Better: The candidate used more metaphorical expressions of “Life is a Journey” than of any other conceptual metaphor.

## 5. DOCUMENTING THE PAPER

### USING QUOTATIONS AND PARAPHRASES

#### Introducing Quotations

Writers should avoid beginning sentences with a quotation. Instead, introduce the quotation with one of the following methods. Use these methods as ways to relate the quotations to the surrounding text.

- 🔊 Use a short introductory phrase or clause.

Roy Fish wrote, “I would be incorrect to say that the commercial reverses and calamities in business brought about the revival.”<sup>1</sup>

- 🔊 Introduce the quotation with a complete sentence that contributes to the context of the quotation. Note that the introduction to the quotation is a paraphrase from the source the writer is quoting. Use a colon because the introduction is a complete sentence.



James Reid wrote, however, that the panic was an important factor of the revival: “When the economy collapsed, thousands of people . . . began to search for things which have a more sure foundation that abide forever.”<sup>2</sup>

- ④ The writer can weave the quotation into the syntax of his own sentence. When using this method, do not place a comma between the introduction and the quotation, and do not capitalize the first word of the quotation.

Roy Fish claimed that “it would be incorrect to say that the commercial reverses and calamities in business brought about the revival.”<sup>3</sup>

- ④ Note that not all syntactically related quotations are preceded by *that*.

Jim Simmons claimed a few contemporary scholars have argued “the revival was a short-lived spiritual response to an economic downturn.”<sup>4</sup>

- ④ Use single-spaced block quotations for quotations of five lines or more. See pages 6-7 of this manual for more information about block quotations.

- Introduce the block in the text with either a short introduction followed by a comma or a complete sentence followed by a colon.
- The writer should separate the block from the text before and after with a blank line.
- The block quotation should be indented the same as paragraph indentation on the left.
- Indent the first line of a block an extra tab stop if it is the beginning of a paragraph in the original.
- Do not place quotation marks around blocks.
- Single space within the quotation.
- Do not overuse block quotations.

### Introducing Paraphrases

- ④ Always give the reader a clue as to where a paraphrase begins.

One author, for example, explained that people cannot generate revival.

Malcolm McDow advised that the reformers emphasized changing church practices and doctrines.

- ④ Note that in each of these examples, the paraphrase would continue after the introductory sentence and the author would need to place a footnote at the end of the last sentence of the paraphrase.
- ④ If a paraphrase takes more than one paragraph, the footnote for the last paragraph cannot apply to the previous paragraph(s). You will need a footnote at the end of each paragraph.

### 🔑 Key points to remember

- Introduce quotations by referring to the author first.
- Enclose direct quotations within quotation marks, except for block quotations.
- Give the reader clues as to where paraphrases begin.
- Footnote all quotations and paraphrases.

Sixty-four lead-in verbs—suggested by John Hodges and others, *Hodges' Harbrace Handbook*, 13<sup>th</sup> ed. (Fort Worth: Harcourt Brace, ), 483.

acknowledged	complained	explained	reasoned
added	conceded	expressed	refuted
admitted	concluded	found	rejected
advised	concurred	granted	remarked
agreed	confirmed	illustrated	replied
allowed	considered	implied	reported
analyzed	contended	insisted	responded
answered	criticized	interpreted	revealed
argued	declared	listed	saw
asked	denied	maintained	showed
asserted	described	noted	speculated
believed	disagreed	objected	stated
charged	discussed	observed	suggested
claimed	disputed	offered	supposed
commented	emphasized	opposed	thought
compared	endorsed	pointed out	wrote

## AVOIDING PLAGIARISM

### Definition of Plagiarism

- 🔑 The word *plagiarism* has its roots in the Latin *Plagiare*, which means “to kidnap.”
- 🔑 Therefore, to commit plagiarism is to kidnap or steal words or ideas.
- 🔑 According to the 2018-19 *Graduate Catalog*, “Plagiarism is, therefore, a failure to distinguish between the work of the student and the work of others, either intentionally or unintentionally” (189).

## Forms of Plagiarism

- ❶ Borrowing, buying, or stealing someone else's work (part of all) and claiming it for your own
- ❷ Using the exact words from a source but not enclosing them in quotation marks, even if you identify the source in a footnote
- ❸ Not citing the source of a quotation, paraphrase, or summary
- ❹ Citing the wrong source of a quotation, paraphrase, or summary
- ❺ Not citing a source or the correct source of "an outline, idea, or an approach to dealing with a problem that is unique to an author" (2018-19 *Graduate Catalog*, 189)
- ❻ Inadequate paraphrasing
  - Using a few synonyms for some words and moving a few phrases
  - Failing to enclose any words or phrases unique to the author in quotation marks
- ❼ Also note the following two restrictions given in the 2018-19 *Leavell College Catalog*:
  - "Although anything cited in three sources is considered public domain, we require that all sources be cited" (73).
  - "Submitting the same material for credit in more than one course and committing other such forms of dishonestly are strictly forbidden" (73).

### A Closing Note

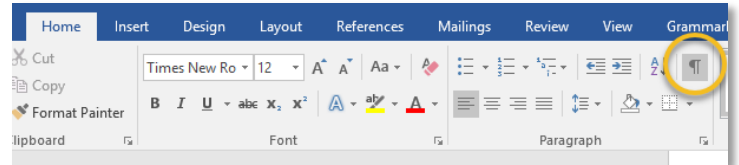
- ❶ Plagiarism is unacceptable ethical misconduct and the seminary does not treat it lightly.
- ❷ Please see the Leavell College catalog (73) and the graduate catalog (189) for the policies regarding plagiarism violations.

## APPENDIX: BASIC TURABIAN HELPS FOR MICROSOFT WORD USERS

This guide was created using Microsoft Word 2016 on a Windows PC, but the same basic instructions apply to any Microsoft Word version since 2007. There may be some variations for Word Mac users.

### PREPARING TO WRITE

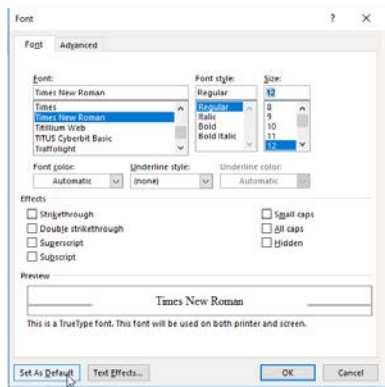
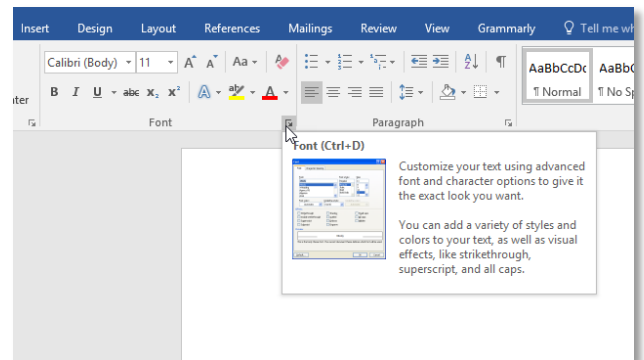
*A helpful but completely optional tool in Microsoft Word is the paragraph and formatting marks feature.* It allows you to see exactly how many spaces are between sentences, paragraphs, and words. The paragraph markers **do not** appear in the final printed copy of your document, so they are seen only on the screen. They may take some getting used to, but they are not noticeable after a while. Click on the Paragraph Marker button on the home tab to turn them on and off.



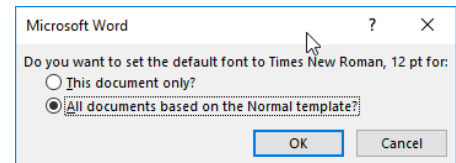
### SETTING UP THE PAGE TEMPLATE

*The first thing any Word user must do to conform to Turabian style is to change the font to Times New Roman, 12 pt.* This guide will show you how to set this font as your default font so that you will not have to do this every time you create a new document.

The “Home” ribbon (the bar that drops down when you click home on the top toolbar), has a section labeled “Font.” Click on the button in the lower-right corner to bring up the font dialogue box.



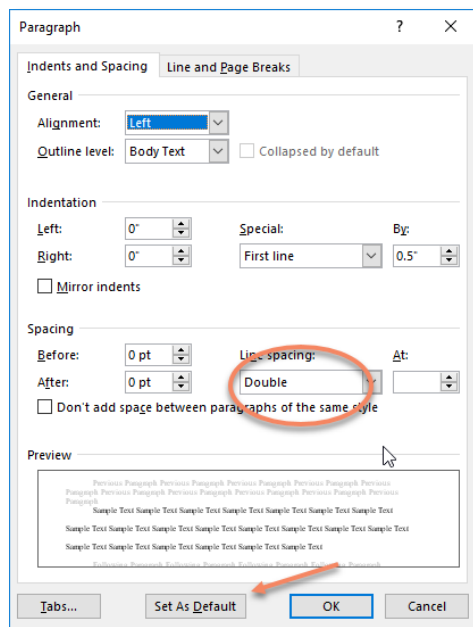
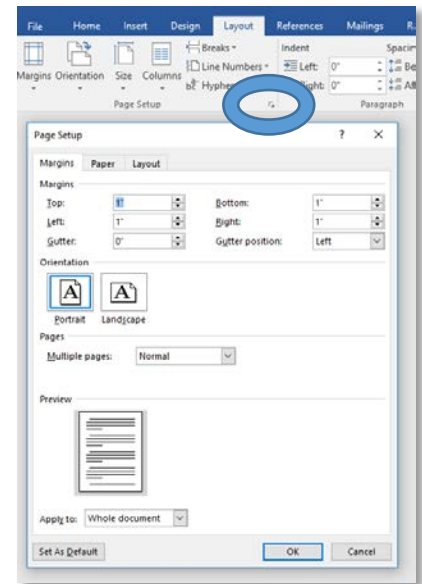
In the font dialogue box, select Times New Roman, regular, size 12. Then click the button in the bottom left corner that reads “Set as Default.” Another box will appear asking if you want to set the default for this document or all documents. To make this change permanent for all documents, click on the radio button labeled “All documents based on the Normal template,” then click OK.



Next we will need to set up the page margins. Click the “Layout” tab across the top tool bar and then click on the small box next to “Page Setup” on the ribbon. This will bring up the page setup dialogue box.

Unless otherwise indicated by your professor or program, ensure that all margins are set at 1”. (An important exception: the left margin needs to be at 1.5” for bound works such as theses and dissertations.) Next you will want to click “Set as Default” to save the changes made.

When Word asks you if you want to change the settings for all documents with the Normal template, click “yes” to make these changes permanent. (The default can be changed back at any time.) The advantage of doing this now is that you will not have to set this up again for all future Turabian documents on this computer.



Now we need to setup the paragraphs. Return to the top toolbar and click on the “Home” tab. On the ribbon, click on the little box in the right corner next to the word “Paragraph.” It will open the paragraph dialogue box.

Under indentation, there is a line marked “special.” Use the drop box to ensure “First Line” is selected. The setting should be at 0.5”.

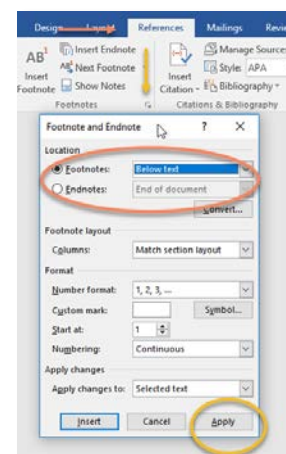
Next, under “line spacing,” select “Double” to get double-spaced documents. Click on “set as default” to make sure this becomes the normal setting for Word. Click “yes” when Word asks if you would like to keep these changes. Any time you need to write in single space, you can press (CTRL+1) to make the paragraph go to single space. To go back to double spacing, simply press (CTRL+2).

## ON FOOTNOTES AND SEPARATORS

This section will address footnotes and footnote separators. This will need to be repeated every time you create a new document.

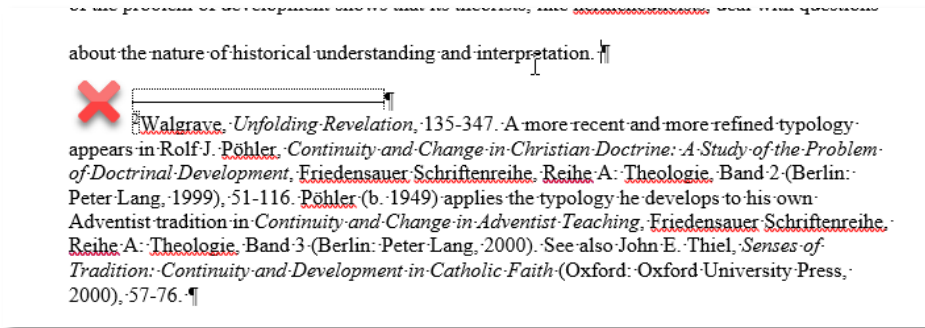
Click the “References” tab on the top tool bar, then click on the button to the right of the word “Footnotes” to bring up the footnote and endnote dialogue box.

In the top dropdown box, change the setting from “bottom of page” to “below text” to make sure that the footnotes are below

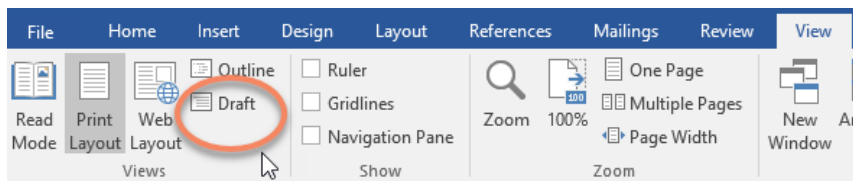


text, not automatically shifted to the bottom of the page. Then click “Apply” in the bottom-right corner.

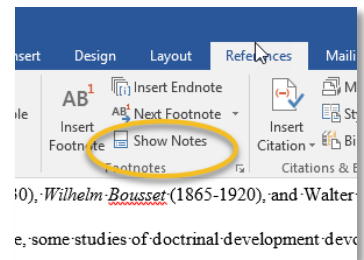
Now let’s work on setting the separator lines between the text and the footnote to their correct specifications. The following is the default setting on Microsoft Word, which is incorrect because the separator line begins with the footnote when it should begin with the body of the text.



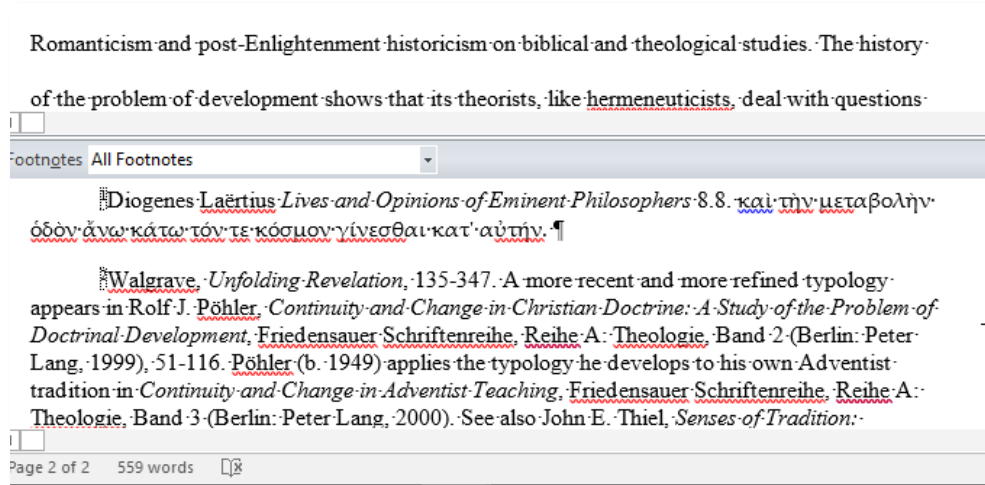
To correct this, the first thing we need to do is click on the “View” tab on the top toolbar. Then in the views section, click on “Draft.” You’ll notice very quickly that the look of the document changes from what looks like pages to a more rough version of the text. This mode does not affect the final printed copy. It just shows some more of the formatting than the normal “Print Layout” mode that is the default.



Once you are in “Draft” view, click on the “References” tab on the top toolbar. Then click on the button that says “Show Notes.”

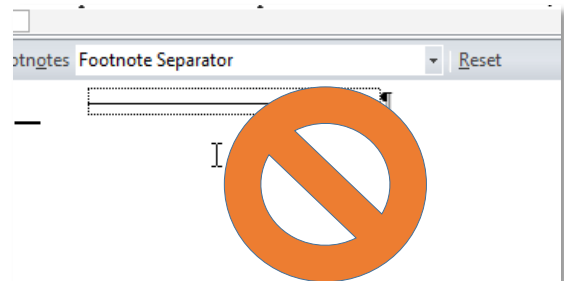


The view will then change to look something like this:

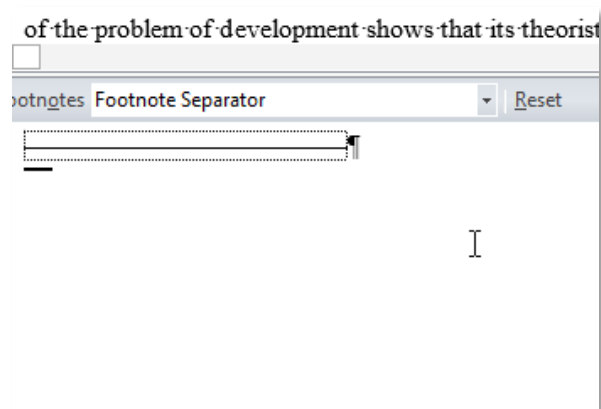


The screen is split between the draft body of text and a section containing only footnotes. The dropdown default here will say “All Footnotes,” which will simply show the footnotes in the document. Click the drop down to reveal “Footnote Separator.” The line that separates the footnote from the body of text will appear.

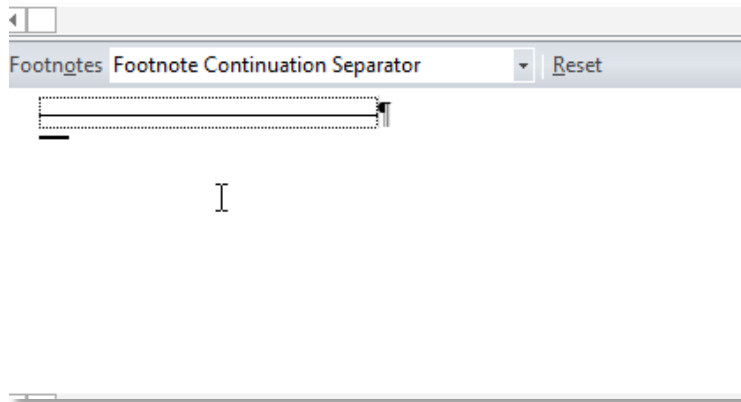
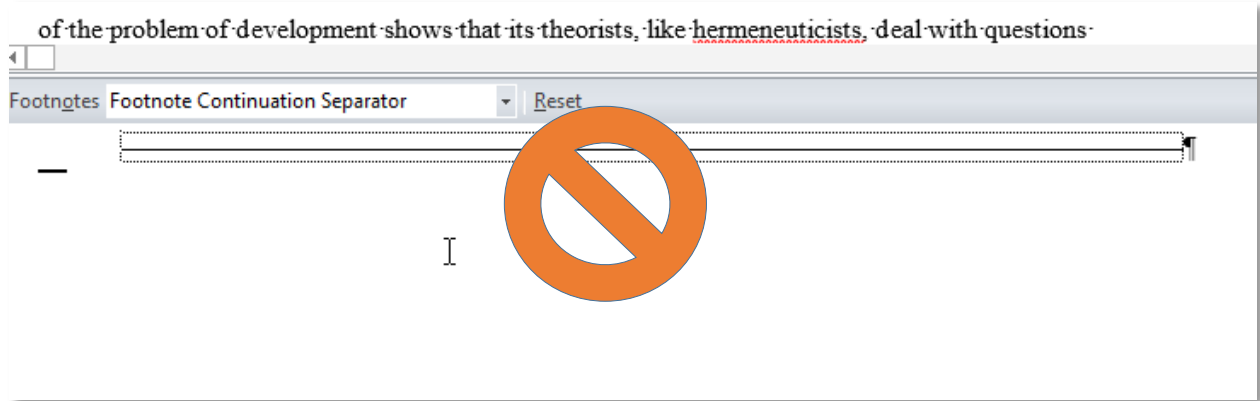
To fix the line spacing issue, simply move the text cursor behind the line and hit backspace until it is completely flush with the margins.



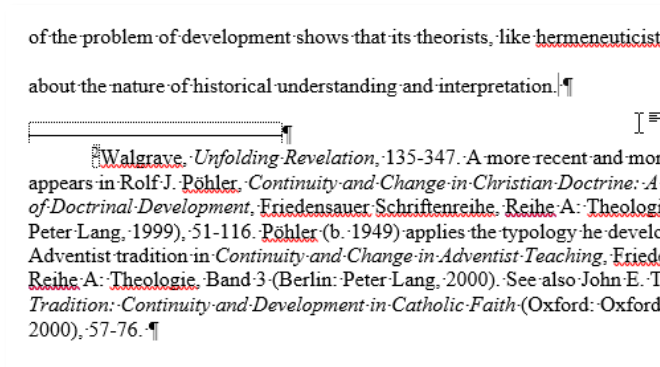
This will be enough to fix the problem for most documents, but for documents with long footnotes, the “Footnote Continuation Separator” will also need to be adjusted. We will show you how to do this next.



To adjust the “Footnote Continuation Separator” to Turabian standards, you will need to select and copy (CTRL+C) the short line under the “Footnote Separator” dropdown. Then return to the “Footnote Continuation Separator” line, delete it, and paste the shorter line (CTRL+V). Like the other footnote separator, make sure it is flush left.



After adjusting these settings, the footnote should hug the bottom of the text and the separator should be flush left. It should look like this :



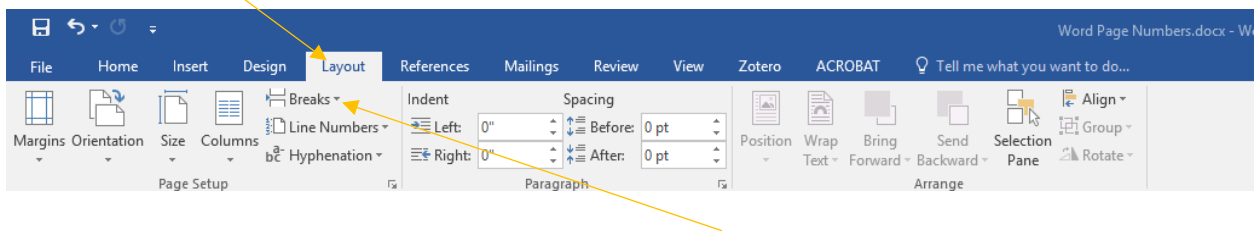


## PERFECTING PAGE NUMBERS

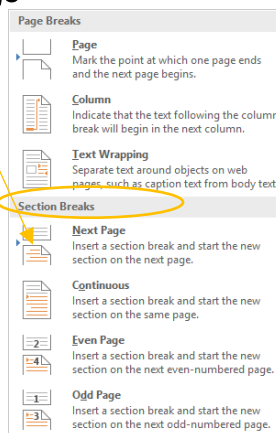
Probably the most frustrating thing about Turabian for Microsoft Word is page numbers. Some style guides have simplified the process by putting the page number in the same place on every page, but you will be required to put the page number in the bottom-center section of the first page. (Those writing theses or dissertations will need to put the page number on the bottom center of every first page in a chapter.) All other page numbers need to be in the top-right corner.

### Create a Section Break

1. Do not number the pages until you have completed the document (i.e., all proofreading has been completed and the document is ready to go to print.)
2. Position your mouse so it is pointing just before the first character of the first page of the body of text. Click the left mouse button. (Remember, the Title Page and Blank Page are not numbered.)
3. Select the **Layout Menu Item**.



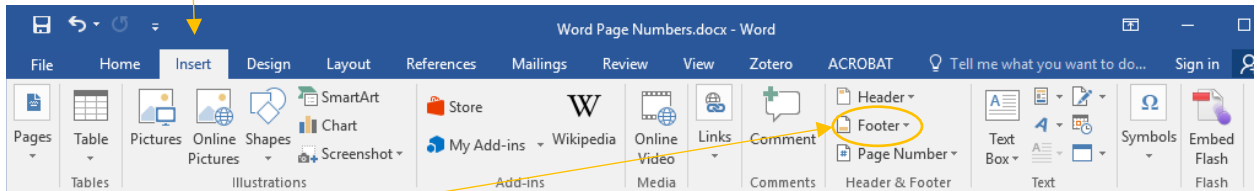
4. Click on the pull-down menu to the right of the **Breaks Menu Option**.
5. Select **Section Breaks – Next Page**



You have now inserted a new section in the Word document. Formatting options are unique to each section of a Word document. Therefore, you are allowed to have a different header and footer in Section 2 than in Section 1.

**Enter the Footer for Page 1**

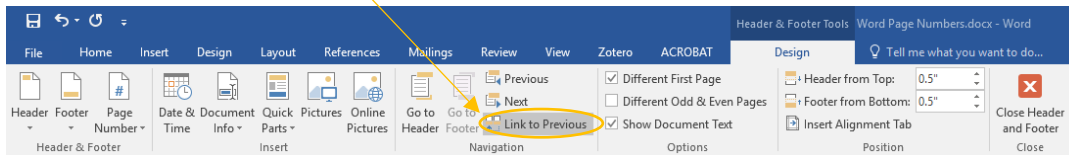
1. Select the **Insert Menu Item**.



2. Select the **Footer Menu Option**. Upon doing this, a window displaying the several footer placements is opened. Select the option entitled **Banded**. Upon doing this, a footer is placed at the bottom center of your page.



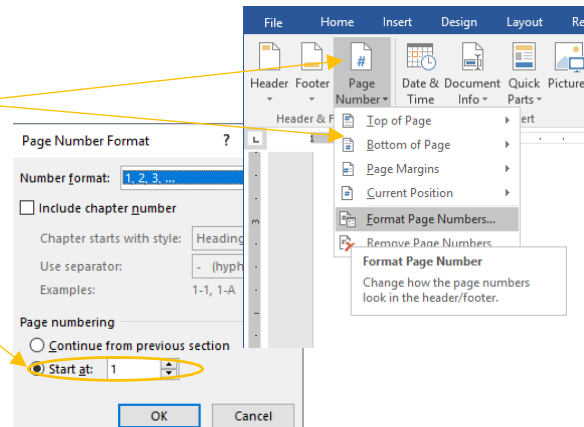
3. Click on the **Link to Previous** option to disable this command. (You do not want to link this section's footer to the previous section's - i.e., the Title Page and Blank Page - footer. Remember, the Title Page and Blank Page are not numbered.)



4. If the page number does not display as 1, you will need to change the number to 1.

To do this,

- a. Select the **Page Number** option.
- b. Select **Format Page Numbers**.
- c. Change the **Start at:** option to 1.
- d. Select **OK**.



Follow the same procedure above to

create a new Section Break for page 2. Also, follow the steps for creating a footer, but instead select the Header option.