



KAIROS

UNIVERSITY

Student Writing Guidelines

Updated 2018

Introduction

This writing guide is a gift to you from your professors. The goal of the guide is twofold: to assist you in improving your writing skills and to provide some degree of uniformity in what is expected from you. This short guide doesn't attempt to cover all grammatical, style, and usage rules. It is a quick review of the areas that students most often find difficult or confusing, and it gives guidance on questions with more than one answer, such as how to abbreviate state names in the bibliography. The guide also addresses issues that come up in theological writing that students might not have encountered in undergraduate training.

Good writing is the result of hard work: research, planning, writing, revising, proofreading, and more revising. Writing skills are important, not only in graduate school, but throughout your life. You don't want misspelled words in your seminary papers, letters, or church bulletins, and certainly not on your next job application! Begin now to have excellence as your goal.

As a Christian, good writing presents the opportunity for an outward demonstration of the Holy Spirit's activity in our lives. This can be evident in at least two different ways. First of all, this can be evident through an approach to excellence. When Paul tells the Corinthians to "do all to the glory of God" (1 Cor. 10:30), it is safe to say that developing one's writing and research skills for Kingdom work would be included. Anytime one works for Christ, one ought to do it for the glory of God.

Secondly, good writing presents the opportunity for humility. Peter instructs the early church to "Humble yourselves, therefore, under the mighty hand of God so that at the proper time he may exalt you" (1 Pet. 5:6). Good writing uses citations well in order to give credit to those who have come before and points the reader to further study in order to advance the kingdom of God. These two writing practices help not only in developing excellent writing skills but allows God's kingdom and the work done on its behalf to become the focus and for the work of the student to become a contribution in the advancement of the gospel.

Research and Writing

During your seminary years, you will be asked to write different types of papers, including reflection papers, sermons, book reviews, and research papers. Each of these has different goals, different procedures, and different writing styles. For example, both reflection papers and sermons may be written in an informal style in first person: My reaction to . . . was that. . . . In contrast, a research paper will use formal language—it will not use contractions, slang, or other informal words such as kids or okay—and most often it will be written in the third person. (As you have noticed, this guide is written in an informal style.)

The first step in producing any paper is to understand the professor's instructions and the goals of the paper. Carefully read the syllabus and listen to the oral instructions. If you don't understand, ask for clarification.

Three good resources for seminary students are Badke (2000), Core (2000), and Vyhmeister (2001). If it has been some time since you graduated from college, and/or if you didn't take many college courses that included writing components, it is highly recommended that you enroll in a writing refresher course. For an online do-it-yourself review, see Purdue University's Online Writing Lab (2003b) or Hardy (1999). Each chapter of Hardy's book has five interactive quizzes which immediately give the correct answer. Chapter six is on common word choice errors; chapter eleven is on common punctuation errors, for example.

Two writing style guides have been adopted by SFS professors. Counseling courses follow the most up-to-date version of the American Psychological Association's *Publication Manual* (commonly referred to as "APA style" or "APA"). Written assignments for all other seminary courses follow the most up-to-date version of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (referred to as "Turabian"). For questions not answered by Turabian, consult the most recent edition of *The Chicago Manual of Style* (referred to as "Chicago"). For issues related to theological writing that are not covered by either Turabian or Chicago (or APA style, for MFT/Counseling courses), follow the Society of Biblical Literature's *SBL Handbook of Style*. For grammatical questions not covered in these style guides, follow William A. Sabin's *Gregg Reference Manual*.

Unless your professor instructs you differently, papers should be double-spaced (not single spaced like this document), in a twelve-point basic font such as Arial or Times New Roman. Margins should be one or 1¼ inches on the sides, one inch top and bottom. Block quotations (Turabian: two or more sentences that are eight or more lines of text; APA: more than forty words) should be indented and single-spaced. (See the glossary: "block quotation.") Tables, reference list, bibliography, and notes should be single-spaced.

Editing and Proofreading

As discussed above, good writing is an opportunity to demonstrate the Holy Spirit's activity in our lives. Editing and proofreading are one of the most basic demonstrations of excellence in one's work and, when taken seriously, present the best opportunity for work befitting the honor of theological education. Set aside the appropriate amount of time and resources to be able to answer the following questions, as well as to attend the details of the work you will be submitting.

The Big Picture

Ask yourself these questions about the overall paper:

1. Did I respond to all parts of the assignment?
2. Did I follow the instructions?
3. Are my thesis, introduction, main points, and conclusion clear?
4. Is the paper well organized?

After revising the paper for the details (see below) and printing out the final copy, take one quick overview of the final paper. Did any section headings inadvertently get moved to the bottom

line of a page? Are the tabs all correct? Does the bibliography¹ or reference list begin on a new page?

The Details

1. Look at your past assignments to determine what grammar or punctuation mistakes you commonly make, then look especially carefully for these types of errors in the paper. (Most of us aren't too creative in our mistakes. We make the same ones over and over.)
2. Always use spell-check on everything you do, but don't rely on this alone, because it won't find all the problems. You may either have written a theological word that the computer doesn't know, or you may have made typos or misspellings that are real words, but the incorrect usage (see "commonly misused words," page ten).
3. One of the best ways to find missing words and typos that the spell-check didn't find is to slowly read your paper out loud. Reading your paper out loud will also show you awkward sentences that need to be rewritten for improved clarity or better word choice. It will also help you find misplaced modifiers.
4. Look for words, phrases, or sentences that can be omitted to make the paper more concise. *Concise* means brevity with completeness. "Calvin Coolidge's wife learned about [completeness] when she asked him what the preacher had spoken about at church. 'Silent Cal' replied, 'Sin.' When his wife then asked, 'Well, what about it?' he answered, 'He was against it.' That's brevity but not conciseness; Coolidge's report is frustratingly incomplete. . . . Don't just be brief; be complete—as briefly as possible" (Brooks and Pinson 1993, 92).
5. Finally, after revising your paper and reprinting it, read it carefully one more time before turning it in. While fixing one section, did you inadvertently insert a new typo?

Numbers and Abbreviations

Numerals are used in scientific and statistical data; otherwise, spell out all numbers through one hundred (Turabian 1996, 25ff.). In APA style, however, the general rule is to spell out only the numbers below ten, and use numerals for ten and above (*Publication Manual* 2001, p. 122ff.). Fractions alone should be spelled out, but when combined with whole numbers, they should be expressed in numerals: two-thirds, but 8 1/3d. Spell out any number that begins a sentence (or rewrite the sentence). For more examples and additional guidelines, see Turabian (1996, 15-37) or APA's *Publication Manual* (2001, 122-130).

In general, abbreviations should not be used in written assignments. *Exceptions* include abbreviations of people's titles and academic degrees, and A.M./P.M., B.C./A.D.² In addition, abbreviations *should* be used in parenthetical references, bibliographies, reference lists, tables, and other closely set matter.

Abbreviations for companies, government agencies, and organizations should be put in parentheses after first spelling out the name, and then may be used subsequently.

In the 1960s the Tennessee Valley Authority (TVA). . . By 1990, the TVA had changed its focus to. . .

Abbreviations with internal periods (A.M., Ph.D.) should have no space after the internal periods. Personal names should have a space after the initials: P. F. Hutton.

State abbreviations (Follow the postal code form.)

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV

¹ Words underlined in this text are explained in the glossary at the end of this paper.

² Turabian and Chicago write A.M. and P.M. in small capitals; the APA style is a.m., p.m.

Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

Modern Versions of the Bible

ASV	American Standard Version
CEV	Contemporary English Version
GNB	Good News Bible
Goodspeed	The Complete Bible: An American Translation, E. J. Goodspeed
JB	Jerusalem Bible
KJV	King James Version
LB	Living Bible
MLB	Modern Language Bible
MOFFATT	The New Testament: A New Translation, James Moffatt
NAB	New American Bible
NASB	New American Standard Bible
NAV	New American Version
NEB	New English Bible
NIV	New International Version
NJB	New Jerusalem Bible
NLT	New Living Translation
NJPS	Tanakh: The Holy Scriptures: The New JPS Translation according to the Traditional Hebrew Text
NKJV	New King James Version
NRSV	New Revised Standard Version
OEB	Oxford English Bible
PHILLIPS	The New Testament in Modern English, J. B. Phillips
REB	Revised English Bible
RSV	Revised Standard Version
RV	Revised Version
TEV	Today's English Version (= Good News Bible)
TNIV	Today's New International Version
WEYMOUTH	The New Testament in Modern Speech, R. F. Weymouth

Books of the Bible

When citing a whole chapter or book of the Bible, spell out the name. When citing a verse or verses, whether in the text, parenthetical references, footnotes, tables, etc., *always* abbreviate the book. Note that abbreviations for the Hebrew Bible/Old Testament, New Testament, Apocrypha, and Septuagint *do not* require a period and *are not* italicized.

Genesis chapter three tells us how sin entered our world.

First Peter 3:15 instructs us always to be ready to explain our faith. (In this example,

1 Pet 3:15 is spelled out because it is incorrect to begin a sentence with a numeral.)

In 1 Pet 3:15 we learn always to be ready to explain our faith.

We should always be ready to explain our faith (1 Pet 3:15).

Hebrew Bible/Old Testament Abbreviations			
Gen	Genesis	Eccl (or Qoh)	Ecclesiastes (or Qoheleth)
Exod	Exodus	Song (or Cant)	Song of Songs (Song of Solomon or Canticles)
Lev	Leviticus	Isa	Isaiah
Num	Numbers	Jer	Jeremiah
Deut	Deuteronomy	Lam	Lamentations
Josh	Joshua	Ezek	Ezekiel
Judg	Judges	Dan	Daniel
Ruth	Ruth	Hos	Hosea
1-2 Sam	1-2 Samuel	Joel	Joel
1-2 Kgdms	1-2 Kingdoms (LXX)	Amos	Amos
1-2 Kgs	1-2 Kings	Obad	Obadiah
3-4 Kgdms	3-4 Kingdoms (LXX)	Jonah	Jonah
1-2 Chr	1-2 Chronicles	Mic	Micah
Ezra	Ezra	Nah	Nahum
Neh	Nehemiah	Hab	Habakkuk
Esth	Esther	Zeph	Zephaniah
Job	Job	Hag	Haggai
Ps/Pss	Psalms	Zech	Zechariah
Prov	Proverbs	Mal	Malachi

New Testament Abbreviations			
Matt	Matthew	1-2 Thess	1-2 Thessalonians
Mark	Mark	1-2 Tim	1-2 Timothy
Luke	Luke	Titus	Titus
John	John	Phlm	Philemon
Acts	Acts	Heb	Hebrews
Rom	Romans	Jas	James
1-2 Cor	1-2 Corinthians	1-2 Pet	1-2 Peter
Gal	Galatians	1-2-3 John	1-2-3 John
Eph	Ephesians	Jude	Jude
Phil	Philippians	Rev	Revelation
Col	Colossians		

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

Commonly Misused Words

Across all areas of study at SFS, there are a few commonly misused words that can be alleviated with a simple examination of your paper. One of the main errors is in differentiating between certain words (ie., your and you're) is the use of contractions. One basic rule to remember regarding these words is that contractions (ie., compressing you are down into you're) are not appropriate for academic writing. This means that if you are attempting to say something along the lines of "you are bound to say..." then you would avoid using a contraction in an academic paper.

Inclusive Language

As is appropriate in any Christian setting, one ought to be mindful of the language one uses regarding others in their writing. Language is a powerful window into the soul, and one ought to be mindful of the use and how that might speak to and about others.

Language which demeans or in any way shows prejudice against persons because of gender, race, ethnicity, class, socio-economic status, religion, age, or physical or mental ability reflects our distance from God's intent of good relationships. God's grace in redemption is inclusive (Gal 3:28). Just as human language can reflect brokenness, so can it reflect redemption and dignity.

Using inclusive language involves being aware of ways our words can exclude people, connote racism, or show prejudice against the old, young, disabled, or poor. We should adjust our words appropriately. Do not use words such as mailman, chairman, foreman, waiter, etc., to refer to men and women together; instead choose letter carrier, chair or chairperson, supervisor, server, etc. Do not use the term *black* to indicate something bad or evil. Do not use ethnic slurs or stereotypes.

Avoid using *he* or *man* as a generic word to mean both men and women. There are several alternatives.

1. Rewrite the sentence using the plural (they, them, themselves, their).
 Poor: Each student should have his photo taken immediately after registering.
 Better: Students should have their photos taken immediately after registering.
2. Substitute the first or second person (I, we, ours, you, yours) for the third person singular.
 You should have your photo taken immediately after registering.
3. If possible, rewrite the sentence to avoid the pronouns.
 Poor: A pastor must work hard if he wants to succeed.
 Better: As a pastor, one must work hard to succeed.
 Better: A pastor must work hard to succeed.
4. Use a translation that accurately translates the meaning of the original.
 Traditional translation: "And Jesus answered, 'It is written, "Man shall not live by bread alone"' (Luke 4:4 RSV).
 Newer translation: "Jesus answered him, 'It is written, "One does not live by bread alone"' (Luke 4:4 NRSV).

Occasionally, if options one through four do not work, you may use *he or she*, use the passive voice, or repeat the noun instead of using a pronoun. These three options should be considered your last choice.

Avoid using the combined forms he/she, his/hers, s/he, he (she). They are too awkward and unnecessary.

In writing and speaking, work to include the full range of biblical images for God rather than focusing exclusively on masculine images such as Father.

Plagiarism

Plagiarism is using another's words, theories, or ideas without acknowledgment. It is seen as both stealing (another's idea) and lying (by passing it on as your original thought). The theological implications of such practices are quite clear, but the gravest concern at SFS is that these imply a lack of Christian humility in the author.

These steps can help you avoid plagiarism:

When taking notes while researching for a paper, be meticulous in indicating whether what you've written is a direct quote or paraphrase.

In your written work, enclose in quotation marks all direct quotations, including not only complete sentences but also unique phrases and terminology. Reference the source directly after the quotation with a footnote or parenthetical reference (including the page number).

Remember that you must also include a reference when summarizing or paraphrasing an author's idea. When paraphrasing an author, be sure you rewrite everything in your own words. Just changing a few words or phrases is not sufficient, especially if you keep the same sentence structure and/or the same sentence order of the paragraph. For excellent examples see Indiana University (n.d.), Purdue University (2003a), and Northwestern University (1996).

No citation is needed for generally known facts, and for information found in many sources.

Documentation

General information for all papers

The form for your paper's reference citations (using either parenthetical references and reference list or using footnotes or endnotes and a bibliography) will depend upon which course the paper is for. Courses in the Counseling department follow the APA's *Publication Manual* (2001) which is summarized in Appendix A. All other courses follow the citation documentation given in Turabian (1996), which follows here. There are two variations: the first uses parenthetical references and a reference list, and the second uses footnotes (or endnotes) and a bibliography. **Use the Turabian form of parenthetical references and a reference list unless your professor tells you differently. Use the APA style of parenthetical references (Appendix A) for all Counseling courses.**

The reasons for citing your sources and the basic information needed are the same no matter which documentation style you use. The first reason for careful citations is to give credit where credit is due. Secondly, you want others to be able to look at your sources and be able to continue your research, to look at the information in a wider context, etc. You, too, might want to find it again.

Your documentation should include all the information needed to find the quote or reference. Documentation forms are concise and use abbreviations that are not normally used in the body of the paper. Biblical references should be abbreviated (see page nine), and states should be abbreviated using the postal code abbreviations (see page seven). For other items normally abbreviated in the documentation, see the examples. The bibliography or reference list always begins a new page and is the last item in the paper.

The footnotes used in this paper are an example of how content notes may be used along with parenthetical referencing in a paper. Content notes should be limited; it is better to include the information in the text, where feasible.

Personal interviews or correspondence (including e-mails) should be cited in the text or footnotes, but not in the reference list or bibliography, since they can't be retrieved by another person.

In citing biblical references, do not make an entry for the Bible version in the bibliography or reference list. If you use one version throughout the document, simply make a content note at the first entry, like this: (Hos 2:4).³ This footnote will eliminate the need to keep including the version in each reference. If you use various versions in the paper, then your footnote might read something like this.⁴ Then where exceptions occur, put the abbreviation of the version in the text following the reference (Jas 4:7 NIV).

General encyclopedias and dictionaries are not listed in the reference list or bibliography. General encyclopedias are not used in scholarly papers.

In the documentation of electronic sources include, as much as possible, the same information as for print sources. If there are no page numbers, date of publication, et cetera, as in print sources, give the information you have, adapt it where necessary, and note omissions. For example, if there is no publication date given, write n.d., just as you would for a print source. If an online journal has issues instead of volumes, then give that information in place of the volume number. If it has no page numbers, but instead the paragraphs are numbered, you can reference a quote by giving the paragraph number: *para. 23*. If there are no paragraph numbers, then reference the headline or section under which you found the quote: *sect. four: Historical Background*.

If a source is available both in printed form and electronic form, cite the form you actually consulted. You may mention the availability of the other form if you think it might be helpful to the reader. See examples in this document's reference list.

If you use an electronic version of a print article and you have a choice of formats when you read the article, choose the .pdf file (some InfoTrac and ProQuest documents) or graphic file (ATLAS) format if it is available. In this way, you will have the same layout, charts, pictures, and pagination as in the print version, and both reading it and referencing your quotes will be easier. For example, if you use the ProQuest database in the library, many articles have two or three different icons indicating abstract, text only, or photo image of the journal pages. Choose the camera icon to get the photo image .pdf file.

In addition to the information included in documentation for print documents, the documentation for electronic sources includes the format [online database, CD-ROM] (in square brackets), availability (identifier number, URL or other information so the reader can find it), and date of access (for online sources only). It is not necessary to underline the URL, as shown in this document, but it makes it easier for the reader to identify it. If your word processing program automatically underlines the URL, then it is easier to leave it underlined. Whichever style you choose, be consistent.

If the URL does not fit on one line, divide it after a slash (/) or double slash (//); or before a period, hyphen, underline (_), number sign (#), question mark, or percent symbol; or either before or after an equals sign or ampersand (&). *Do not* put a hyphen at the division point, because the reader might try to include the hyphen when trying to access the site.

Turabian Documentation

Both Turabian styles use the authors' whole names, not just the initials.

There have been many changes in the types and availability of electronic documents since the latest editions of Turabian and *The Chicago Manual of Style* were published. Consequently, these guides do not give forms for citing many of the types of electronic documents currently available. There are numerous recent online and printed documents that give examples of citing electronic documents, claiming to follow the Turabian style; however, they differ greatly in the order of the

³ The New International Version (NIV) is used throughout this paper.

⁴ Scripture passages are from the New Revised Standard Version (NSRV) unless noted differently.

elements and other details. The examples given here for citing electronic sources in the Turabian style follow the APA order, since there is no official Turabian order.

Turabian Documentation Using Parenthetical Referencing and a Reference List

This form of documentation, uses the author-date system of in-text parenthetical references (in lieu of footnotes or endnotes). This information refers the reader to the complete information given in the reference list at the end of the paper. This writing guide is an example of this form of documentation.

The form for the parenthetical references is this: (Anderson 1999, 198). Note that the sentence punctuation is after the parenthesis, not before the reference or inside the parenthesis. The only exception is for block quotations (see the glossary: "block quotation"). The page number should be omitted in a reference only if the reference is to the whole book or article. If the author's name is given in the text in a nearby sentence, it does not need to be repeated.

Elmer even suggests that cross-cultural training can help married couples to better understand themselves (2002, 17).

For two or three authors, give all names, the last two joined by and (not &): (Anderson and Michaels 1988, 166). For more than three authors, give the first author's name followed by et al.: (Smith et al. 1998). For more examples of the parenthetical form, see Turabian, chapter ten.

In the following sample entries for the reference list you will note several **distinctives of the Turabian reference list style**. The author's complete names are used (if known). Only the names of the first author are reversed; all other names are in first-name, last-name order. The publication date follows immediately after the author's name (for ease in locating, if one author has several entries). The name and date are each followed by a period. Book and periodical titles are italicized (or underlined). Book and article titles are capitalized sentence style (only the first word, the first word after a colon, and proper nouns are capitalized). Periodical titles are capitalized headline style: capitalize the first and last words, the first word in a subtitle following a colon, and all words *except* articles, prepositions, *to* used as part of an infinitive, and coordinating conjunctions (and, but, or, nor, for) (Turabian 1996, 65-66). List all authors. Article titles and chapter titles are not enclosed in quotation marks. Dates are written 17 March 2001. (For additional examples, see Turabian 1996, 179-213).

Turabian reference list examples (The parenthetical reference form, if different from the first example, is given underneath each reference list example.)

Book, one author

Colson, Charles. 1999. *How now shall we live?* Wheaton, IL: Tyndale House.

(Colson 1999, 244)

Book, two or more authors (List all authors; note that only the first name is last-name-first.)

Hofstede, Gert Jan, Paul B. Pedersen, and Geert Hofstede. 2002. *Exploring culture: Exercises, stories and synthetic cultures*. Yarmouth, ME: Intercultural Press.

(Hofstede, Pedersen, and Hofstede 2002, 355) [Two or three authors]

Book, irregular entry

Stowe, Harriet Beecher. n.d. *Uncle Tom's cabin or life among the lowly*. New York: F. M. Lupton.

(Beecher n.d., 39) [No date]

Article/essay taken from a multi-authored book

Collinson, Patrick. 1990. The late medieval church and its reformation 1400-1600. In *The Oxford Illustrated History of Christianity*, ed. John McManners, 233-66. Oxford: Oxford University Press.

Journal article

Sparks, Kent. 1995. Footsteps of the sages: Interpreting wisdom for preaching. *Faith & Mission* 13, no.1 (fall): 70-84.

Magazine article

Derfner, Larry, Khaled Abu Toameh, Kevin Whitelaw, Philip G. Smucher, and Thomas Omestad. 2002. Fears of a wider war. *U.S. News & World Report*, 22 April, 20-27.

Signed article from specialized encyclopedia or dictionary

Schrenk, Gottlob. 1964. γραφω. *Theological Dictionary of the New Testament*. Vol.1. Ed. Gerhard Kittel, trans. and ed. Geoffrey W. Bromiley, 742-772. Grand Rapids, MI: Eerdmans.

Online version of a print article or abstract (If you think the online version has been modified, or if there is no pagination, add the date retrieved and the URL address, as with an online-only journal. If the abstract only has been retrieved, note *abstract accessed 14 March . . .*. This example is text-only and not .pdf format with the pagination of the original, so the URL is included.)

Edwards, Gwennyth, Russell A. Barkley, Margaret Laneri, Kenneth Fletcher, Lori Metevia. 2001. Parent-adolescent conflict in teenagers with ADHD and ODD [electronic version]. *Journal of Abnormal Child Psychology* 29 (6): 557-572. Accessed 13 March 2003 from http://www.findarticles.com/cf_0/m0902/6_29/80897778/p1/article.jhtml.

(Edwards et al. 2001, n.p.) [More than three authors and no pagination]

Internet-only journal or newsletter (This example has issues instead of volume numbers, so that information is substituted in place of the volume number.)

Gullestrup, Hans. 2003. The complexity of intercultural communication in cross-cultural management. *Intercultural Communication* issue 6 (February): 1-19. Accessed 13 March 2003 from <http://www.immi.se/intercultural/nr6.htm>.

(Gullestrup 2003, 12)

Internet-only article from organization Web site

Barna Research Online. 2003. Is America's faith really shifting? 24 February. Ventura, CA: Barna Research Group. Accessed 13 March 2003 from <http://www.barna.org/cgi-bin/PagePressRelease.asp?PressReleaseID=133&Reference=A>.

(Barna Research Online 2003, sect. 4, Personal Faith Commitment)

Document (or abstract) accessed from an online database (The URL is not needed because to access the article, the reader would just go to ProQuest database and type in the name of the article.)

Edwards, Gwennyth, Russell A. Barkley, Margaret Laneri, Kenneth Fletcher, Lori Metevia. 2001. Parent-adolescent conflict in teenagers with ADHD and ODD [online]. *Journal of Abnormal Child Psychology* 29(6): 557-572. Accessed 13 March 2003 from ProQuest database.

(Edwards et al. 2001, 569) [More than three authors]

Article from CD-ROM (and more than three authors)

Ou, Shu Xiao, Dehui Han, Richard K. Severson, Zhi Chen, Joseph P. Neglia, Gregory H. Reaman, Jonathan D. Buckley, and Leslie L. Robinson. 2002. Birth characteristics,

maternal reproductive history, hormone use during pregnancy, and risk of childhood acute lymphocytic leukemia by immunophenotype [CD-ROM]. *Cancer Causes & Control*. 13 (1): 15-25. *Family & Society Studies Worldwide* database [McLean, VA]: NISC.

Book or document from CD-ROM

Braswell, George W. 1996. *Islam: Its prophet, peoples, politics, and power* [CD-ROM version]. Nashville, TN: Broadman and Holman. *The world of Islam*. n.p.: Global Mapping International, 2000.

Turabian Documentation Using Notes and a Bibliography

The format illustrated here gives examples of the note form (footnote or endnote) and its corresponding bibliography entry. **Distinctives of this style are:** capitalize English titles of books, articles, journals and magazines in headline style: "Capitalize the first and last words and all other words *except* articles, prepositions, *to* used as part of an infinitive, and coordinating conjunctions (and, but, or, nor, for)" (Turabian 1996, 65). Notice that in the note, the sequence for the author's name is first-name, last-name. For the bibliography, the author's last name is given first (for ease of alphabetizing and then locating it). If there is more than one author, only the first author's name is last-name-first. Titles of articles and book chapters are enclosed in quotation marks. For situations not described below, refer to Turabian, chapters eight, nine, and eleven.

Book, one author

Note

¹Charles Colson, *How Now Shall We Live?* (Wheaton, IL: Tyndale House, 1999), 54.

Bibl.

Colson, Charles. *How Now Shall We Live?* Wheaton, IL: Tyndale House, 1999.

Book, two or three authors

Note

¹ Gert Jan Hofstede, Paul B. Pedersen, and Geert Hofstede, *Exploring Culture: Exercises, Stories and Synthetic Cultures* (Yarmouth, ME: Intercultural Press, 2002), 86-88.

Bibl.

Hofstede, Gert Jan, Paul B. Pedersen, and Geert Hofstede. *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Yarmouth, ME: Intercultural Press, 2002.

Book, irregular entry

Note

¹Harriet Beecher Stowe, *Uncle Tom's Cabin, or Life Among the Lowly* (New York: F. M. Lupton, n.d.), 37.

Bibl.

Stowe, Harriet Beecher. *Uncle Tom's Cabin or Life Among the Lowly*. New York: F. M. Lupton, n.d.

Article/essay taken from a multi-authored book

Note

¹ Patrick Collison, "The Late Medieval Church and Its Reformation 1400-1600," in *The Oxford Illustrated History of Christianity*, ed. John McManners (Oxford: Oxford University Press, 1990), 238.

Bibl.

Collinson, Patrick. "The Late Medieval Church and Its Reformation 1400-1600." In *The Oxford Illustrated History of Christianity*, ed. John McManners, 233-66. Oxford: Oxford University Press, 1990.

Journal article

Note

¹ Kent Sparks, "Footsteps of the Sages: Interpreting Wisdom for Preaching," *Faith & Mission* 13, no.1 (fall 1995): 77.

Bibl.

Sparks, Kent. "Footsteps of the Sages: Interpreting Wisdom for Preaching." *Faith & Mission* 13, no.1 (fall 1995): 70-84.

Magazine article**Note**

¹Larry Derfner, et al., "Fears of a Wider War," *U.S. News & World Report*, 22 April 2002, 23.

Bibl.

Derfner, Larry, Khaled Abu Toameh, Kevin Whitelaw, Philip G. Smucher, and Thomas Omestad. "Fears of a Wider War." *U.S. News & World Report*, 22 April 2002, 20-27.

Signed article from specialized encyclopedia or dictionary (Note that general encyclopedias and dictionaries are not referenced in the bibliography, and are not normally used as references in scholarly papers.)

Note

¹Gottlob Schrenk, "γραφω," in *Theological Dictionary of the New Testament*, vol. 1, ed. Gerhard Kittel, trans. and ed. by Geoffrey W. Bromiley. (Grand Rapids, MI: Eerdmans, 1964), 765.

Bibl.

Schrenk, Gottlob, "γραφω." In *Theological Dictionary of the New Testament*, vol. 1, ed. Gerhard Kittel, ed. and trans. Geoffrey W. Bromiley, 742-772. Grand Rapids, MI: Eerdmans, 1964.

Online version of a print article (If you think the online version has been modified, or if there is no pagination, add the date retrieved and the URL address, as with an online-only journal. If the abstract only has been retrieved, note *abstract accessed 13 March . . .* This example is text-only and not .pdf format with the pagination of the original, so the URL is included.)

Note

¹Gwenyth Edwards, Russell A. Barkley, Margaret Laneri, Kenneth Fletcher, Lori Metevia. Parent-adolescent Conflict in Teenagers with ADHD and ODD [electronic version]. *Journal of Abnormal Child Psychology* 29, no.6 (2001): para.4. Accessed 13 March 2003 from http://www.findarticles.com/cf_0/m0902/6_29/80897778/p1/article.jhtml.

Bibl.

Edwards, Gwenyth, Russell A. Barkley, Margaret Laneri, Kenneth Fletcher, Lori Metevia. Parent-adolescent Conflict in Teenagers with ADHD and ODD [electronic version]. *Journal of Abnormal Child Psychology* 29, no.6 (2001): n.p. Accessed 13 March 2003 from http://www.findarticles.com/cf_0/m0902/6_29/80897778/p1/article.jhtml.

Internet-only journal article or newsletter (This example has issues instead of volume numbers, so that information is substituted in place of the volume number.)

Note

¹Hans Gullestrup, "The Complexity of Intercultural Communication in Cross-cultural Management," *Intercultural Communication*, issue 6 (February 2003):12. Accessed 13 March 2003 from <http://www.immi.se/intercultural/nr6.htm>.

Bibl.

Gullestrup, Hans. "The Complexity of Intercultural Communication in Cross-cultural Management." *Intercultural Communication*, issue 6 (February 2003):1-19. Accessed 13 March 2003 from <http://www.immi.se/intercultural/nr6.htm>.

Internet-only article from organization Web site**Note**

¹Barna Research Online "Is America's Faith Really Shifting?" (Ventura, CA: Barna Research Group, 24 February, 2003), sect. 4, Personal Faith Commitment. Accessed 13 March 2003 from <http://www.barna.org/cgi-bin/PagePressRelease.asp?PressReleaseID=133&Reference=A>.

Bibl.

Barna Research Online. "Is America's Faith Really Shifting?" (Ventura, CA: Barna Research Group, 24 February 2003). Accessed 13 March 2003 from <http://www.barna.org/cgi-bin/PagePressRelease.asp?PressReleaseID=133&Reference=A>.

Document (or abstract) accessed from an online database (The URL is not needed because to access the article, the reader would just go to ProQuest database and type in the name of the article.)

Note

¹Gwenyth Edwards, Russell A. Barkley, Margaret Laneri, Kenneth Fletcher, Lori Metevia, "Parent-adolescent Conflict in Teenagers with ADHD and ODD" [online]. *Journal of Abnormal Child Psychology* 29, no. 6 (2001): 570. Accessed 13 March 2003 from ProQuest database.

Bibl.

Edwards, Gwenyth, Russell A. Barkley, Margaret Laneri, Kenneth Fletcher, Lori Metevia. "Parent-adolescent Conflict in Teenagers with ADHD and ODD" [online]. *Journal of Abnormal Child Psychology* 29, no.6 (2001): 557-572. Accessed 13 March 2003 from ProQuest database.

Journal article from CD-ROM database and more than three authors (list only the first author in the note, but all in the bibliography.)

Note

¹Shu Xiao Ou, et al., "Birth Characteristics, Maternal Reproductive History, Hormone Use during Pregnancy, and Risk of Childhood Acute Lymphocytic Leukemia by Immunophenotype" [CD-ROM] *Cancer Causes & Control* 13, no.1 (2002): 20. *Family & Society Studies Worldwide* database. [McLean, VA]: NISC, 2002.

Bibl.

Ou, Shu Xiao, Dehui Han, Richard K. Severson, Zhi Chen, Joseph P. Neglia, Gregory H. Reaman, Jonathan D. Buckley, and Leslie L. Robinson. "Birth Characteristics, Maternal Reproductive History, Hormone Use during Pregnancy, and Risk of Childhood Acute Lymphocytic Leukemia by Immunophenotype" [CD-ROM] *Cancer Causes & Control*. 13, no.1 (2002): 15-25. *Family & Society Studies Worldwide* database. [McLean, VA]: NISC, 2002.

Book or document from CD-ROM

Note

¹George W. Braswell, *Islam: Its Prophet, Peoples, Politics, and Power*. Nashville, TN: Broadman and Holman, 1996 [CD-ROM version]. *The World of Islam*. (n.p.: Global Mapping International, 2002).

Bibl.

Braswell, George W. *Islam: Its Prophet, Peoples, Politics, and Power*. Nashville, TN: Broadman and Holman, 1996 [CD-ROM version]. *The World of Islam*. n.p.: Global Mapping International, 2000.

appendix a

APA STYLE DOCUMENTATION

Those following the APA style of documentation should also read the general comments beginning on page fourteen. APA documentation format utilizes the author-date system of in-text parenthetical references (in lieu of footnotes or endnotes). These short references refer the reader to the complete bibliographic information found in the reference list at the end of the paper. There are several style distinctives in APA.

The form to use in parenthetical references is: (*author's last name, date, p.XX*). Note that the sentence punctuation is after the parenthesis, not before the reference or inside the parenthesis. Two or more authors are joined with & (Anderson & Baker 1998, p. 26) and both names are cited in each entry. For three to five authors, all are cited the first time, then only the first name followed by et al. (Van der Built, et al., 2000, pp. 133-134). For over five authors, cite only the name of the first followed by et al. Personal communications (including e-mail) are cited in the text, but not listed in the reference list since they are not retrievable by the reader.

Richard Foster (personal interview, October 3, 2002) explained that. . .

All sources that are referenced in the body of the paper (and only those sources) are listed in the reference list, in alphabetical order by the first author's last name. If there are several entries by the same author, they are arranged chronologically.

In the following sample entries for the reference list you will note these distinctives of the APA style. Only the initials of the authors' first and middle names are used, and the publication date follows in parentheses after the author's name. Book and periodical titles are italicized (or underlined). Book and article titles are capitalized sentence style (only the first word, the first word after a colon, and proper nouns are capitalized), but periodical titles are capitalized headline style. (Capitalize all words except articles, short conjunctions, and short prepositions; capitalize all words over three letters.) List all authors up to, and including six; for seven authors and more, list the first six, followed by *et al.* (but not in italics). For additional examples, see APA's *Publication Manual* (2001, pp. 215-281) or a summary at <http://www.wisc.edu/writing/Handbook/DocAPA.html>.

In general, documentation of electronic sources should follow the same format and include the same information as references to corresponding print sources. In addition, add each of these elements that apply: version of software program, electronic format [online, CD-ROM, et cetera] (in square brackets), date retrieved (for online sources, but not for CD-ROM), and the URL address. There are no periods after the URL of electronic sources, including at the end of the sentence. For more information, see APA's *Publication Manual* (2001, pp. 207-214).

Book, one author

Colson, C. (1999). *How now shall we live?* Wheaton, IL: Tyndale House.

(Colson, 1999, p.34)

Two to six authors (In this example, two authors have the same last name and same first initial. Their names are spelled out to avoid confusion.)

Hofstede, Gert. J., Pedersen, P. B., & Hofstede, Geert. (2002). *Exploring culture: Exercises, stories and synthetic cultures*. Yarmouth, ME: Intercultural Press.

(Hofstede, Pedersen, & Hofstede, 2002, p. 244)

Book, irregular entry

Stowe, H. B. (n.d.). *Uncle Tom's cabin or life among the lowly*. New York: F.M. Lupton.

(Stowe, n.d., p. 35)

Article/essay taken from multi-authored book

Collinson, P. (1990). The late medieval church and its reformation 1400-1600. In John McManners (Ed.), *The Oxford illustrated history of Christianity* (pp. 232-266). Oxford: Oxford University Press.

Journal article

Sparks, K. (1995). Footsteps of the sages: Interpreting wisdom for preaching. *Faith & Mission*, 13(1), 70-84.

Magazine article

Derfner, L., Toameh, K. A., Whitelaw, K., Smucher, P. G., & Omestad, T. (2002, April 22). Fears of a wider war. *U.S. News & World Report*, 20-27.

Signed article from specialized encyclopedia or dictionary

Schrenk, G. (1964). γραφω. In G. Kittel (Ed.) & G. W. Bromiley (Ed. & Trans.), *Theological Dictionary of the New Testament* (Vol.1, pp. 742-772). Grand Rapids, MI: Eerdmans.

Online version of a print article or abstract, three to five authors (If you think the online version has been modified, or if there is no pagination, add the date retrieved and the URL address, as with an online-only journal. If the abstract only has been retrieved, note *abstract retrieved March . . .*. The above example is text only and not in .pdf format with the pagination of the original, so the URL is included.)

Edwards, G., Barkley, R. A., Laneri, M., Fletcher, K., Metevia, L. (2001). Parent-adolescent conflict in teenagers with ADHD and ODD [electronic version]. *Journal of Abnormal Child Psychology*, 29(6), 557-572. Retrieved March 13, 2003, from http://www.findarticles.com/cf_0/m0902/6_29/80897778/p1/article.jhtml

(Edwards, Barkley, Laneri, Fletcher, & Metevia, 2001, para. 4) [First citation]

(Edwards, et al., 2001, para. 6) [Subsequent citations]

Internet-only journal or newsletter (This example has issues instead of volume numbers, so that information is substituted in place of the volume number.)

Gullestrup, H. (2003). The complexity of intercultural communication in cross-cultural management. *Intercultural Communication*, issue 6, 1-19. Retrieved March 13, 2003, from <http://www.immi.se/intercultural/nr6.htm>

(Gullestrup, 2003, p. 15)

Internet-only article from organization Web site

Barna Research Online. (2003, Feb. 24). Is America's faith really shifting? Ventura, CA: Barna Research Group. Retrieved March 13, 2003 from <http://www.barna.org/cgi-bin/PagePressRelease.asp?PressReleaseID=133&Reference=A> (Barna Research Online, 2003, sect. 4, Personal Faith Commitment)

Document (or abstract) retrieved from an online database (Note that the URL is not needed because to access the article, the reader would just go to ProQuest database and type in the name of the article.)

Edwards, G., Barkley, R. A., Laneri, M., Fletcher, K., & Metevia, L. (2001). Parent-adolescent conflict in teenagers with ADHD and ODD [online]. *Journal of Abnormal Child Psychology*, 29(6), 557-572. Retrieved March 13, 2003, from ProQuest database.

Journal article retrieved from CD-ROM database (& example of six or more authors)

Ou, S. X., Han, D., Severson, R.K., Chen, Z., Neglia, J. P., Reaman, G. H., Buckley, J. D., et al. (2002). Birth characteristics, maternal reproductive history, hormone use during pregnancy, and risk of childhood acute lymphocytic leukemia by immunophenotype [CD-ROM]. *Cancer Causes & Control*. 13:1: 15-25. *Family & Society Studies Worldwide* database. [McLean, VA]: NISC (2002).

(Ou et al., 2002, p. 20)

Book or document from CD-ROM

Braswell, G. W. (1996). *Islam: Its prophet, peoples, politics, and power*. Nashville, TN: Broadman and Holman [CD-ROM]. *The world of Islam*. (2000). n.p.: Global Mapping International.

For more examples of documentation of electronic sources, see the online summary (APA, 2003) at <http://www.apastyle.org/electref.html>, or (for the most examples), the APA's *Publication Manual* (2001) pp. 268-2

appendix b

EXEGESIS PAPERS

Most seminary students are required to write exegesis papers during their course of study, typically in Bible classes. An exegesis paper is a scientific study in which one extracts the meaning of the biblical text by investigating it in-depth. A student is to interpret a passage by gathering information and reasoning inductively (that is, arguing from raw data to general conclusions). By doing so, one looks to interpret the Bible accurately and faithfully.

Studying God's word involves patience. To examine the text scientifically, a student should read the text multiple times, read it in its literary context, and try to find historical background information. In coming to informed interpretations, one will likely need to consult with scholarly resources such as concordances, lexicons, Bible dictionaries, atlases, and scholarly commentaries.

To write an exegesis paper is to write a biblical commentary of sorts. An exegesis paper is *not* a topical paper or a place for devotional reflection. Rather, every exegesis paper exhibits basic features:

- A linear (verse by verse, or scene by scene) investigation of the passage
- Attention to relevant literary context (word studies, literary forms, recurring themes)
- Attention to relevant historical context (date, place, customs)
- A summary statement of the main interpretive conclusion(s)

A professor may specify other requirements for an exegesis paper, including:

- The process one should use in exegeting the passage
- How many secondary sources one should have cited
- The extent to which one needs to work with the original Hebrew/Greek words
- Whether one needs to draw up your own translation from the original languages
- Whether one needs to draw up an outline of the passage
- Whether literary and historical contexts should be analyzed in discrete categories up front or integrated more organically
- Whether issues of higher criticism (source criticism, form criticism, redaction criticism, etc.) should be considered
- If doctrinal/worldview issues need to be identified
- If the paper is to include a self-reflective hermeneutical statement
- If an application section is required

appendix c

PUNCTUATION AND GRAMMATICAL HELPS

Punctuation

Colons and Semicolons

You know when to use periods and question marks. What about those pesky colons and semicolons? A colon is used to indicate an illustration or clarification will follow: something that explains the first part of the sentence, like this. It can mean “to be specific.” It is also used between the title and subtitle of a book, and after an independent clause (a complete sentence) to indicate that a list follows.

A semicolon indicates a parallel remark will follow. It is used between parts of a compound sentence (two or more independent clauses) that are *not* joined by a conjunction (*and, or, but, nor, for*). If a compound sentence is long and includes commas, it should be separated by a semicolon even if it is joined by conjunctions. A semicolon is also needed when clauses of a compound sentence are joined transitionally by *hence, thus, however, otherwise, indeed, or then* (see Turabian 1996, 56-57).

Commas

Commas signal a pause in the reading, but it is a shorter pause than indicated by a colon, semicolon, or period. Use a comma when independent clauses are joined with conjunctions, but the comma may be omitted if the clauses are very short. If a dependent clause or prepositional phrase begins a sentence, it too must be set off by a comma. No comma is needed to join the parts of a compound predicate (two verbs with the same subject).

Commas are used to set off parenthetical material within a sentence, such as these words, and they are necessary when a pause is needed to prevent misreading a sentence. Commas are needed to set off three or more elements in a series: beans, rice, and tortillas are necessary ingredients in nearly every Mexican meal. For more details and examples of comma use, see Turabian (1996, 52-56) or APA's *Publication Manual* (2001, pp. 78-79).

Parentheses and Ending Quotation Marks

“You might think [punctuation] would be easy since there are only seven marks (excepting parentheses [and brackets, which are used . . . for your insertions into someone else's words]). But feelings run strong on the matter” (McCloskey 2002, 61). Note how punctuation works in the previous sentence with parenthetical referencing. Don't do what first-year students do, putting the period after the quotation mark “and then the lonely citation”. (McCloskey 2002, 61) Follow the first example, not the second.

A period or comma always precedes an ending quotation mark, but an exclamation mark or question mark precedes the quotation mark only if it is part of the quotation.⁵ They follow the quotation mark if they are part of the whole sentence, not just the quotation. Semicolons and colons follow the closing quotation mark.

“Where are we going?” said the boy.

Will we accept her argument “Mothers should not work outside the home”?

⁵ Note that this is the American usage. Some other English-speaking countries differ.

Cameroon is “Africa in microcosm”: it has rainforests, mangrove swamps, high savanna, and desert ecosystems.

When only part of a sentence is in the parentheses, the sentence punctuation is outside the parentheses (such as in this example). (When a complete sentence is enclosed in parentheses, the ending punctuation is within the parentheses, like this.)

Plurals

You remember the rules from grade school: for most nouns, just add *s* to make the plural; if the noun ends in *s*, *sh*, *j*, *x*, or *z*, or soft *ch*, then add *es*. If the word ends in a consonant and *y*, then change the *y* to *i* and add *es* (baby, babies). Proper nouns follow the same rules as other nouns, except never change a *y* to *i* and add *es* to make the plural.

I promised not to eat any French fries for a month.

But: The Frys are coming to have dinner with us.

Never add apostrophe *s* to make a plural of a name. The plurals of numbers and single or multiple letters are formed by adding *s*: ABCs, 1920s, in threes and fours. The plurals of most abbreviations add *s* before the period: yrs., vols. *Exceptions* are abbreviations with multiple internal periods (Ph.D.’s, M.D.’s) which add *apostrophe s*,⁶ and the abbreviations for page, note, and line which double the letter: pp., nn., ll.

Remember that in addition to mouse/mice, leaf/leaves, woman/women, and other common irregular plurals, the following words are also irregular and frequently misused.

Irregular Plurals			
Singular	Plural	Singular	Plural
Appendix	Appendixes ⁷	Diagnosis	Diagnoses
Alumnus (male) Alumna (female)	Alumni (m. or mixed) Alumnae (all f.)	Hypothesis	Hypotheses
Crisis	Crises	Parenthesis	Parentheses
Criterion	Criteria	Phenomenon	Phenomena
Curriculum	Curricula	Stimulus	Stimuli
Datum	Data	Syllabus	Syllabi

Some words look plural, but take a singular verb: news, ethics, measles, mathematics. Some collective nouns can take either a singular or plural verb, depending upon whether the word is treated as a unit or as a group of individual parts: committee, faculty, staff, jury, team, audience. The committee is going to vote on three recommendations. (For more irregular plurals and other plural rules, see Sabin 2001, 156-167).

Possessives

As you know, to show possession with singular nouns, plural nouns that don’t end in *s*, and indefinite pronouns, add apostrophe *s*: cat’s collar, women’s Bible study, one’s books. *Exceptions* because of euphony: Jesus’ teachings, Moses’ staff, names of more than one syllable ending with *eez* sound and some common nouns: Xerxes’ army, for conscience’ sake

For plural nouns ending in *s*, add only apostrophe: trucks’ tires, Andersons’ house.

Note that possessive pronouns (his, hers, its, theirs, yours, ours) have no apostrophe; thus *it’s* means “it is” and *its* is a possessive pronoun.

⁶ This is the *only time* to make a plural by adding apostrophe *s*.

⁷ *Appendixes* (a regularly formed plural) is now the preferred plural form, not the previously preferred irregular *appendices*.

Capitalization

Capitalize names for deities, sacred works and their special sections, particular creeds and biblical events of major importance: God, Allah, Diana, Bible, Qur'an, Septuagint, Beatitudes, Passion of Christ. *Do not* capitalize pronouns referring to these deities, nor most adjective or noun derivatives: God in his mercy, Jesus and his brothers, messianic hope, biblical, talmudic, christological, *but* Christology, Christlike, Christian.

Foreign words and phrases

Italicize foreign words and phrases in the text. Do not italicize foreign place names, titles, and words that are considered anglicized or commonly used: the Puerto del Sol, Mlle Patneau, de facto, milieu.

Grammatical Notes

Verbs

Generally speaking, wherever possible, use active verbs rather than passive ones. The active voice is more powerful. Remember that in the active voice, the subject of the sentence does the action, and in passive voice, the subject receives the action of the verb.

Active: James threw the ball far.

Passive: The ball was thrown far.

Use passive voice if you want to emphasize the receiver of the action.

Active: Because of its many grammatical errors, the professor gave the paper many red marks.

Passive: Because of its many grammatical errors, the paper received many red marks.

Avoid the weak "It is. . . ." and "There are. . . ."

Be sure that you do not change verb tenses within a sentence or paragraph without a good reason. Watch out for subject-verb agreement, especially when a phrase comes between the subject and verb.

The **parts** of this contract **are** so confusing that I had to get a lawyer to interpret it for me.

Whenever possible, do not put an adverb between the parts of an infinitive (*to* plus a verb). Usually the adverb will sound better after the object of the infinitive (unless the object is long), or before the infinitive.

Poor: I was going to quickly finish my paper.

Better: I was going to finish my paper quickly. (The adverb *quickly* is after the object of the infinitive (my paper).)

Pronouns

Be sure that each pronoun has a clear antecedent, and that it agrees in number (singular or plural) and gender with the antecedent. If two or more antecedents are joined by *or* or *nor*, the pronoun agrees with the closest one.

Neither her mother nor her sisters have any understanding of Susan's missionary call.

Remember that most indefinite pronouns (anybody, everyone, nobody, somebody, something, none, each, either, neither, one) are singular. Relative pronouns (who, whom, which, that) can be singular or plural, depending upon the antecedent. Many people, when speaking informally, use the plural *they* or *their* as a gender-indefinite referent when the antecedent is a singular indefinite pronoun (each, every, one, neither, nobody, anybody, everyone, etc.) Prestigious writers used this form two centuries ago; it went out of fashion, and now is gaining usage in some circles. It is

still not accepted in any of the style guides consulted for this document, so it is better not to use it. There are better options.

Poor (most say incorrect): Each person likes their paycheck to arrive on time. (Their is plural, but it doesn't agree with its antecedent each.)

Poor: Each person likes his paycheck to arrive on time. (This assumes all people getting paychecks are men. See "inclusive language," page twelve.)

Better: We all like our paychecks to arrive on time.

Better: All people like their paychecks to arrive on time.

Prepositions

Can we correctly have a preposition at the end of a sentence? Yes, sometimes. In informal speaking and sometimes in informal writing, we hear or see sentences ending with prepositions. In fact, Winston Churchill is said to have had this reply when someone tried to "correct him" after he used a preposition to end a sentence: "This is the sort of English up with which I will not put."

Informal: Which journal did that article appear in?

Formal: In which journal did that article appear?

The general rule (and *always* in formal papers) is to rewrite the sentence if possible; otherwise, leave the preposition at the end of the sentence. Sometimes it is too awkward to put the preposition anywhere except at the end.

Stilted: About what are you dreaming?

Better: What are you dreaming about?

Unclear: On how many volunteers can I count?

Better: How many volunteers can I count on? ⁸

Just don't try to compete with the small child quoted by Sabin (2001, 274) who didn't want to listen to a certain book at bedtime: "What did you bring that book I don't want to be read to out of in for?"

Phrases and Clauses

Misplaced modifiers give us some of our best "church bulletin bloopers." Carefully proofread your papers to be sure all phrases and clauses clearly modify the word you desire. Otherwise, move the phrase or rewrite the sentence.

Incorrect: For those of you who have children and don't know it, we have a nursery downstairs.

Better: We want you who have children to know that we have a nursery downstairs.

Incorrect: The music for today's service was all composed by George Friedrich Handel in celebration of the 300th anniversary of his birth.

Better: The music for today's service was all composed by George Friedrich Handel; we selected it to celebrate the 300th anniversary of his birth.

Indefinite Articles

In choosing which indefinite article (*a* or *an*) to use, the determining factor is the initial *sound* of the word that follows the article, not the actual letter with which the word begins. Use *a* before words that begin with a consonant sound (including a pronounced *h*, as in a hotel; long *u* [yu] sound, as in a uniform, a euphoric feeling; and *o* that sounds like *w*, as in a *one-day conference*). Use *an* before words that begin with any vowel sounds except long *u* (*an umbrella*, *an honor*). Choose the appropriate article to use with an acronym or initialism according to whether it is read as a word or a series of initials: *a NAFTA* deadline, but *an NAACP* meeting.

⁸ For more help see Brooks and Pinson 1993, 59; *Merriam-Webster's Concise Dictionary* 2002, 610-611; Sabin 2001, 274. For a history of this topic and a list of classic literary quotes with preposition-ending sentences, see *Merriam-Webster's Concise Dictionary of English Usage* 2002, 609-611.

glossary

Antecedent. The noun or phrase to which a pronoun refers. The pronoun must agree in number (singular or plural), person (subject or object), and gender with its antecedent.

Mary will speak first, because she must leave early. (Mary is the antecedent of she.)

Block quotation. Long quotation which should be indented and single spaced in the text. A block quotation does not have quotation marks, and the punctuation is before, not after the parenthetical reference, as is normal for all other parenthetical referencing. In the Turabian style, use a block quotation for two or more sentences that are eight or more lines of text; in APA style, use a block quotation for forty or more words. Show new paragraphs, italicized words, quotations, etc., exactly like the original.

The issue for us today is not *whether* the gospel will be inculturated in this electronic age, but *how*; not *whether* our social context shapes the experience of the gospel, but *how*. The core technology of the Postmodern Reformation is the screen—or what Walter J. Ong calls “secondary orality,” the subjection of literacy to the demands of orality. The modern world made us text-trained, with the book our chief icon. The postmodern world needs us to be light-trained, with the screen the chief icon.

Phyllis A. Tickle argues that “more theology is conveyed in, and probably retained from, one hour of popular television than from all the sermons that are also delivered on any given weekend . . .” But the “screen” is less television than computer. (Sweet 1999, 32)

Bibliography. A list of the sources used to write the paper. A bibliography is used when footnotes or endnotes are used in the text. Since most bibliographies are not complete bibliographies on the subject, a more precise heading is “Selected Bibliography” or “Sources Cited.” See also “reference list.”

Compound predicate. Two or more predicates joined by a conjunction that have the same subject. (No comma is needed before the conjunction.)

She *closed* her book and *began* the exam.

Compound sentence. A sentence made up of two (or more) independent clauses.

We went to town, and we bought groceries.

Dependent clause (subordinate clause). Has a subject and predicate (verb) but cannot stand alone as a sentence. See also “independent clause.”

(Incorrect sentence): If we went to town.

Electronic source. Information which comes from an online database, the World Wide Web (WWW) or from a CD-ROM source.

Endnotes or footnotes. References to sources quoted or referred to are given at the end of the text (endnotes) or at the bottom of each page (footnotes). When either of these is used, the list of sources at the end of the paper is a bibliography (not a reference list).

Independent clause. Has a subject and predicate (verb); gives a complete thought so can stand alone as a sentence. See also “dependent clause.”

(Correct sentence): We went to town.

Misplaced modifier (dangling modifier). A word, phrase, or clause that is so far from the word it modifies (describes or limits) that confusion or misreading results. See examples on page six, phrases and clauses.

Parenthetical references. References to sources quoted or referred to are given within parentheses in the text, and not in footnotes or endnotes. Use either the Turabian style or the APA style, depending upon the course.

Phrase. A group of words (without a subject and predicate) that is used as a noun, adjective, or adverb in the sentence.

Seeing her opportunity, Michelle brought up her idea about cell groups.

Predicate. The part of the sentence that tells the action or state of being of the subject of the sentence. The simple predicate is the verb alone. The complete predicate is the verb along with all modifying words and phrases. See also “compound predicate.”

Simple predicate: Bob *drove* all the way home yesterday.

Complete predicate: Bob *drove all the way home yesterday*.

Preposition. A word which connects a noun or pronoun to another word in the sentence. Prepositions include at, for, from, in, of, on, and with.

Give your ticket *at* the door.

Prepositional phrase. A phrase that begins with a preposition. Prepositional phrases that begin a sentence should be set off with a comma. A pronoun that follows the preposition is in the objective case, not the subjective.

After all that discussion, we still do not have a clear plan *of action*.

Incorrect: Give the lesson books *to Gary or I*.

Correct: Give the lesson books *to Gary or me*.

Reference list. A list of all sources, *but only those sources*, that are quoted or referred to in the paper. The reference list is used when parenthetical referencing is used in the text. See also “parenthetical referencing.”

URL (pronounced you-are-el). Uniform resource locator. A World Wide Web address.
<http://www.SFS.edu/library/index.cfm>

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