Style Guidelines

for Research Papers
in the
Bible/Theology Department

Updated
Fall, 2006

Manhattan Christian College

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The Research Experience

by Dr. Mark Alterman

Sherman had one of those dramatic conversions experiences you hear about. His dad began to take him out drinking and chasing women when he was about twelve years old. He liked fighting and getting high more than studying, and he eventually dropped out of school and joined the army, where he completed his GED. After his tour of duty he returned to his life of carousing and getting in trouble with the law. He found faith in Christ while in prison, and eventually ended up in Bible college.

Sherman's conversion was genuine, but he still struggled with old ways of thinking. His two most frequent comments during his student career were, "I don=t know why I=m here, but the Lord told me to go to Bible college," and "I don=t know why I have to take this class." Yet, somehow against all expectations he actually enjoyed his Written Composition class. It turned out he had a good mind but had never had the opportunity to develop it.

Sherman chose as a research topic, "Raising Bubble-Nest Breeders." Sherman went to the public library and learned all there was to know about raising this type of small aquarium fish. (The Internet was something new and mysterious at this time, so he actually had to read books and journals.) He became an expert on the subject. He decided to put this knowledge to good use and began raising the fish in his apartment. He even sold some to local pet stores and made a small profit.

More than financial gain though, Sherman gained confidence and self respect. He found that he could do research and even enjoy it.

Writing a research paper is your opportunity to become an expert on a subject, to interact with significant scholarship, to sharpen your critical thinking and communication skills, and to display the results of your labor. You can gain confidence and a feeling of satisfaction from doing good work and having a finished product.

In some ways research is like a sport. For any game there are rules and rule books. There are rule books for research papers, and if you want to succeed you have to know and follow the rules. Some athletes compete in more than one sport, and they have to know the rules for each sport. You don=t dribble a football or bounce a basketball off your head. Some students find it frustrating that there are different rule books (or style manuals) for different academic disciplines. If you are a dual major or interdisciplinary student, think of yourself as a multi-event athlete. You write sociology or psychology papers one way, and you follow a different manual for biblical research.

The faculty of MCC has produced the Bible/Theology *Style Guidelines* to help you follow the rules for writing research papers on biblical and theological topics. This is a simplified introduction that includes some of the main rules for formatting your research paper. It includes some explanations and many examples. Read the explanations and try to understand the rationale for the rules. Then study the examples carefully and follow them meticulously. Turn to the more extensive manuals if you run into cases not covered in this guide.

The style guide mainly shows you how to format your paper once you have completed your research. It will show you how to avoid penalties for going out of bounds. There is more to research, however, than avoiding penalties. Ultimately your paper can be no better than the quality of your research.

Pay attention to three areas in evaluating the sources you use. First, try to find out who are the leading experts on the topic you are investigating. Some clues to this are frequent citation by other writers, publication in recognized journals or academic presses, credentials, and institutional affiliations.

Second, pay attention to the date of the research. In many areas of biblical research it is important to have the most up-to-date information available. This is especially true in areas such as linguistics, archaeology, and historical research. For example, a commentary written a hundred years ago would not have information about recent archaeological findings in the city of Corinth.

There are areas of biblical study where older sources can be quite valuable. Some Puritan commentators had excellent devotional and theological insights. The history of exegesis is an important area of biblical research that can only be mastered by reading old sources. But it is up to you to know the difference between those areas of research than can be illuminated by old sources and those that require insight from the latest discoveries.

There are many old commentaries available inexpensively on CD ROM or the internet. This is because the copyright has expired and these sources are now in public domain. The date of the publication of the CD ROM is not necessarily the same as the date of the original writing. Matthew Henry and Albert Barnes did not produce their commentaries in the twenty-first century!

The Internet is a window to the whole world. There are wonderful scholarly sources available, and there is a lot of junk. Again it is up to you to evaluate the quality of the sources you use. Look especially for web sites produced by major universities or seminaries, institutions such as the Society of Biblical Literature, and electronic versions of major academic journals.

There is one other step in evaluating sources: critical thinking. After you have separated the obvious wheat from the chaff, you still have to evaluate the arguments made and the evidence presented in each source you read. Know who the leading authorities are but don=t be intimidated. Scholars disagree with each other. You have equal right to join in the debate. They all started where you are, as students writing their first research papers. Those who eventually became famous did so by seeing flaws in the arguments of the recognized authorities of their day.

Do good research, engage your brain, reach sound conclusions, pay attention to composition in presenting your case, and follow the rules for style and formatting. This style guide will help you get started.

Introduction
by Dr. Scott Caulley

As the chair of the Bible and Theology Department Dr. Caulley assembled a style guide to help students prepare their research papers with more accuracy. It started as a document on his web page and then became a booklet sold at Christian Books and Gifts. He has sent moved to Tübingen, Germany where he directs the Institute for the Study of Christian Origins. Since his departure the guide has been updated by others to reflect questions and difficulties encountered by students.

All major academic disciplines have their own style guidelines for writing research papers. The style requirements for research papers in the Bible/Theology Department derive from the guidelines for publication set by the Society of Biblical Literature. The SBL (premier biblical studies organization in North American) has long set the *de facto* standard guidelines for writing style in the field of biblical studies. Over the years the SBL has periodically published these guidelines as "Instruction for Contributors," a supplement to the society's *Journal of Biblical Literature.* Many other smaller societies have deferred to the SBL's style guidelines for publication of their respective journals.

The SBL Handbook
After years of using *SBL*'s "Instruction for Contributors," scholars and students of biblical studies now have a new standard style manual, *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies,* Editor Patrick H. Alexander, et al. Peabody: Hendrickson, 1999. This handbook was prepared after consulting *The Chicago Manual of Style,* 14th edition, 1993; and "Instruction for Contributors" in *Journal of Biblical Literature* 117 (1998).

The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies is the resource students should consult as their final authority for writing in the field of biblical studies. In addition to standard style information, the handbook includes exhaustive lists of abbreviations of scholarly journals, information on how to correctly transliterate ancient languages, and instructions on how to cite ancient sources, such as the Dead Sea Scrolls or the Nag Hammadi texts.

Because most undergraduate students do not need and cannot take advantage of much of the technical information given in *SBL Handbook of Style,* the Bible/Theology Department does not require students to purchase the book. However, students should be aware of its existence and importance, and the Bible/Theology Department faculty recommends that advanced students use this resource. A copy of *SBL Handbook of Style* is on reserve in the library and should be consulted as the final authority in the field.

Turabian's *Manual*
Some questions may not be answered in *SBL Handbook of Style.* For such questions and general style questions, the student should consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations.* 6th edition. Chicago: University of Chicago, 1996. Like the *SBL Handbook of Style,* Turabian's *Manual* is based on the *Chicago Manual of Style,* 14th edition, 1993. A copy of the sixth edition of Turabian=s manual and the *SBL Handbook of Style* are on reserve in the library.

General Style Concerns
Updated by Dr. Mark Alterman

The general style guidelines that follow are adapted from Turabian's *Manual*, and are intended to give the student simplified instructions for writing research papers. No attempt is made to be exhaustive. As necessary, the student should regularly consult (1) Turabian; (2) a good dictionary, such as a recent edition of Webster's *Collegiate Dictionary;* (3) a thesaurus. For general matters of punctuation, spelling capitalization, etc., consult Turabian. For footnotes, bibliography, and concerns specific to biblical studies, consult the pages that follow. If you cannot find the answer here, consult the *SBL Handbook of Style* in the library.

Unless specified otherwise by your instructor, please carefully follow the general guidelines in Turabian and these specific style guidelines when writing a research or term paper for the Bible/Theology Department.

Title Page, Preliminaries
Papers should begin with a title page (see sample). This should include (all centered):
1. Paper title, all caps, underlined, 1/4 way down from the top of the page.
2. Three line entry for the course, about half way down from the top of the page. First line write "in partial fulfillment of requirements in the course;" second line write the number and title of the course; third line write the date handed in.
3. Two thirds the way down the page, your name.

Include a blank page between the title page and the first page of text. Turabian points out that this prevents the text of the following page from showing through the white space on the title page. Some professors use this blank page to write comments or record the student's grade.

Other preliminaries, such as preface or table of contents are usually not necessary. Normally, indexes or appendices are not appropriate. If you have material that is important to the paper, work it into the body of the paper. If appended material is required by the nature of your paper (i.e. charts, graphs, lists), attach such supporting material in appendices at the end.

Spaces, Numbering, Margins
Pages should be double spaced, with one-inch margins on all four sides. Use 12-point font. Do not use italics, color ink, or "fancy" fonts for the main part of the text.

Pages should be numbered sequentially, starting with the first page of text. Page numbers should appear at bottom center of each page. In case your pages become separated it is a good idea to include your last name and short paper title in a header for each page.

Binding
All papers must be appropriately fastened or bound. In most cases, stapling is acceptable. Please do not bring unstapled/unbound papers to hand in. There is a stapler in the mail room. Please do not use paper clips. These come off too easily and inevitably get tangled up in other people's papers. Please avoid the clear plastic binder with colored plastic spineBthese do not work well. The spine comes off too easily, separating the pages of your paper.

Most word processing programs produce footnotes as easily as end notes. Your instructor may require the footnotes. If you are given the option, footnotes are preferred unless your word processing program cannot produce footnotes. If you do have to use endnotes, use a binding that can be taken apart so that the professor can take out the endnotes pages to consult as he/she grades the paper.

Bias-Free Language

Students should use language that accurately expresses their ideas and arguments but avoids needlessly offending anyone. The *SBL Handbook* gives the following guidelines on "bias-free language":

The generic use of masculine nouns and pronouns is increasingly unacceptable in current English usage. The assignment of gender to God is likewise best avoided. Consistent use of gender-inclusive language is primarily the author's responsibility. Editors are of course willing to help in this regard as in other stylistic matters. Especially in discussions of ancient texts and cultures, it can be difficult for copy editors to discern whether particular instances of masculine language were meant to be generic or really masculine, so authors should be especially attentive to potential problems.

Bias-free writing respects all cultures, peoples, and religions. Many readers would not regard as biased once-common usages such as *Indian* instead of the now preferred *Native American.* Uncritical use of biblical characterizations such as *the Jews* or *the Pharisees* can perpetuate religious and ethnic stereotypes. Also be aware of the connotations of alternative expressions such as the following pairs:

Hebrew Bible, Old Testament

Second Temple period, intertestamental period

deuterocanonical literature, Apocrypha[1]

Students should generally follow the guidelines. There may be cases, however, where the student believes that these guidelines would restrict him or her from expressing personal convictions, or where the use of "biased language" is essential to the argument. We do not expect students to compromise their convictions, nor do we wish to hinder their academic freedom. If a student has a good reason to depart from the *SBL* guidelines regarding "bias-free language," the departures and reasons for them should be noted in a footnote following the first such occurrence.[2]

Formal Language

When most of your professors were students the use of the first person in a formal paper was *verboten.* That standard has been relaxed somewhat.[3] When you have good reason-when it is an essential part of your argument to introduce your own opinions, thoughts, attitudes, experiences, or beliefs-and to indicate that you are doing so-you may use the pronoun "I."[4]

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[1]Patrick H. Alexander, et al., *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies*, (Peabody, MA: Hendrickson, 1999), 17 (section 4.3). See also page 69 (section 8.1.2).

[2]To express accurately the convictions of the writer this paper will consistently use the pronoun "he" to refer to God and will use the familiar dates A.D. and B.C.

[3]It is interesting that issues of world view and mind set intrude even into matters of style and format. Under a modern world view the goal of a research paper was to present (or at least strive toward) objective truth: the facts were to speak for themselves, the personality of the researcher was irrelevant. Since post modernism tends to belittle objective truth, many academics now consider it a virtue to write in the first person. The reader may also discern the influence of the values of tolerance and inclusiveness in the concerns about "bias-free language."

[4]Old habits are hard to break. You might notice, gentle reader, that I used the old circumlocution "the writer" in the above footnote to avoid using the first-person pronoun.

As a general rule of thumb, this type of self-disclosure is usually more appropriate in the introduction or conclusion of the research paper. Even in these sections you should not refer to yourself needlessly. For example, you do not need to say, "The passage that I chose to address first is . . ." We will gain that information by reading your paper. Insert your personal presence into your paper only when it is pertinent. The bulk of the paper should be written in the third person.

A research paper is a formal writing assignment. The primary purpose is to display the results of your research and critical thinking, not to talk about yourself. Since a research paper is formal writing it should be written in grammatically correct, dignified, standard English. You should avoid slang, jargon, and frivolous or vulgar expressions except in cases where such usage is contained in a quotation relevant to your research.

Natural Language

To call for the use of formal language in your paper is not to imply that you should use stilted, artificial, archaic, or obfuscating language. Strive for clarity and simplicity. Express yourself as directly as possible. Write complete sentences, but avoid overly long or elaborate sentences. Write the way you speak when you are speaking correctly.[5]

Simplicity does not mean your writing has to be dull and insipid. Sometimes a relatively rare word best expresses exactly what you wish to say. You need not eschew a word like obfuscation if it expresses your thought more exactly than a more insipid word. Just be sure you are using the word precisely. Don't say "dichotomy" if you mean "dilemma."

You may also wish to brighten your writing with occasional metaphors, similes, flashes of alliteration, or other rhetorical embellishments. Again, the rule is to make sure your expression communicates best what you wish to say. If a fancier form of expression does not enhance your paper, stick to the plain and simple.

Write critically but avoid polemic or "name calling." Don't say "Libowskie is an atheist and an idiot." Say, "Three problems with Libowskie's argument are . . ." or "Research does not confirm Libowskie's conclusions," or something to that effect.

Foreign Words

If you have reason to use a foreign word or phrase (ancient or modern) in your paper, italicize the foreign word or words. This requirement includes transliterated Greek or Hebrew. If you use a Greek or Hebrew font, italics are not used.

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[5]If the diction of Puritan divines, for example, proliferates in your paper without quotation marks or documentation, your professor might suspect plagiarism.

Many foreign words have become adopted into contemporary English. If the dictionary treats a word as an English word, it should not be italicized. It would be tedious if we had to italicize words like burrito, pizza, cinnamon, or algebra.[6] These words have become naturalized citizens of the English language. In addition, common scholarly abbreviations of Latin derivation, such as et al., are not italicized.[7] (The word *sic* is not an abbreviation; it is a Latin word and therefore italicized.) If you have reason to quote a full sentence or longer passage in a foreign language it is not italicized.[8]

On the other hand, if you wish to use an expression like *c'est la vie*, *ars longa, vita brevis*, *carpe diem*, *Altertumswissenschaft*, *sitz im Leben,* or *heilsgeschichtlisch*, place the words in italics. Sometimes it is necessary to use foreign words as technical terms to support your language. If you are inserting a foreign phrase to give a little flair to your paper, make sure the phrase is used and spelled correctly. Otherwise, you will look like a dummkopf.[9]

Four Modest Suggestions

1. **Remember** what you learned in **Composition** I and II. Organize and outline your paper to develop and support a coherent thesis. Your paper should have unity and cohesion.
2. **Think clearly**. A research paper is not a string of diverse opinions on a related subject. It is more than a report of what others have said about the subject. Research is the critical use of sources to reach a conclusion. A research paper is your opportunity to display your critical use of source materials. Your first obligation is to understand the material you collect. The second obligation is to evaluate it. When you find disagreement in your sources it is your obligation to compare them and take a side. You should present your reasons for agreeing with A or B-Bor perhaps for disagreeing with both and preferring option C.
3. **Write sentences**. This means that you must write complete sentences, each of which must contain a subject and a predicate. Remember that a subordinate clause cannot stand alone; it must be part of a larger sentence.
4. **Write paragraphs**. A paragraph should have a topic sentence, and every other sentence in the paragraph should develop the topic.

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[6]Algebra, according to *Webster's Ninth New Collegiate Dictionary*, (Springfield, MA: Miriam-Webster, 1990), comes from the Arabic *al-jabr*.

[7]Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed., (Chicago: University of Chicago Press, 1996), 23.

[8]Turabian, *Manual*, 71.

[9]The word "dummkopf" is listed as an English word in *Webster's Ninth* and is not capitalized, as it would be if were treated as a native German word. A few pet peeves of Dr. Alterman: *hubris* is a Greek word that refers to the kind of arrogant, outrageous behavior that in Greek tragedy inevitably leads to a downfall. It is more than simple vanity. But the word is often used in English to refer to any kind of pride. In the phrase *hoi polloi* ("the many"), the first word *hoi* is the definite article, "the." It would be redundant to say "the *hoi polloi*." If you cite the Greek words for love, consistently use either noun forms or verb forms; don't mix the two. For example, *agape* and *philia* are nouns, while *agapao* and *phileo* are verbs. Don't say, "*agape* and *phileo* are two Greek words for love."

A sentence that does not develop the topic sentence belongs either in another paragraph or in the trash bin. If your topic sentence is "Research does not confirm Libowskie's conclusions," then every sentence that follows in the paragraph should demonstrate some research that refutes or fails to confirm Libowskie's conclusions. A sentence such as, "not only research, but common sense shows Libowskie to be mistaken," does not belong in this paragraph. If it is such an excellent observation that you cannot bear to part with it, then use it as the topic sentence of a new paragraph which shows how common sense refutes Libowskie.

How long should a paragraph be? The ultimate rule is unity and coherence. However, a couple rules of thumb may prompt you to consider whether your paragraph in fact has unity and coherence. First, a paragraph should have more than one sentence: a topic sentence and at least one sentence to develop the topic. Second, if a paragraph takes up most of a page, it is probably too long. Maybe you have three pages of research that refutes Libowskie's conclusions. Perhaps this research could be sub-classified: for example into sociological research, linguistic research, and historical research. Now you have material for three new paragraphs, each with its own topic sentence.

(Sample Title Page)

THE WHOLE HISTORY OF THE WORLD

in partial fulfillment of requirements in the course

BIB 441 Critical Introduction to the New Testament

January 31, 2000

Mary Q. Student

Footnotes for Fun and Profit

by Dr. Mark Alterman

Footnotes are fun and easy.[10] I make them all the time.[11] You can make them too.[12] In fact, the computer does it for you.[13] The computer does the work and you make the profits.[14] The first time you cite a source, you must give a full footnote.[15] For subsequent citations, use the "short form," which normally consists of the author's last name, a short title, and the page number. A short title contains key word(s) from the full title. *Ibid., op. cit.*, and other Latin abbreviations are no longer used.[16]

There are three main reasons for documenting your sources. First, footnotes can keep you out of jail.[17] Second, they

document your sources to guide the reader who wishes to do further research on the topic. Third, documentation of sources displays the research you have done and supports your own argumentation.

First, plagiarism is a criminal offense and a severe academic offense as well. In most academic institutions it can result in failure or expulsion.

Plagiarism is the use of facts, opinions, and language taken from another writer without acknowledgment. At its worst, plagiarism is outright theft or cheating: a person has another person write the paper or simply steals a magazine article or section of a book and pretends to have produced a piece of original writing. Far more common is plagiarism in dribs and drabs: a sentence here and there, a paragraph here and there. Unfortunately, small-time theft is still theft.[18]

Whenever you use the **words, ideas, results or conclusions** of another person, you must give credit.

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[10]Mark Easy, *How to Make Footnotes* (Chicago: University of Chicago Press, 1997), 332.
[11]Ima Fann, *Footnotes Are So Boring* (Chestnut Bluff, TN: Peck, 1999), 133.
[12]Fann, *Footnotes*, 112.
[13]Ben Tryin and Casey Jones, "Drivin' that Train," *Funky Music Journal* 39 (1999): 445-447.
[14]Easy, *How to Make*, 112.
[15]Ima Fann, *Knock Yourself Out* (Paris: Toute Le Monde, 2001), 135.
[16]Scott Caulley, *Style guidelines for Research Papers in the Bible/Theology Department* (Manhattan, KS: Manhattan Chrsitian College, 2002), 5.
[17]Olatta U. Bin Faylen, *How To Avoid Plagiarism* (Damascus: Damascus University Press, 2000), 444.
[18]David Skwire and Harvey S. Wiener, *Student's Book of College English*, 6th ed. (New York: Macmillan, 1993), 445.

Otherwise, you are stealing intellectual property.[19] After all, when you write your book, you want the fame and money you have earned.[20]

When you put the results of someone else's work into your own words you must give credit in a footnote.[21] When you use their own words you must not only give credit in a footnote; you must also indicate that it is an exact quotation either by using quotation marks or (for quotations longer than four lines) setting the quotation in block form. "Changing a few words or phrases from another writer's work is not enough."[22] Even if you only quote a few actual words, such as "plagiarism in dribs and drabs"[23] you must identify the words as a quotation. Remember, when you become a famous writer and you produce a colorful phrase like "plagiarism in dribs and drabs," you will want to be recognized as the creative genius behind the phrase.

Quotations allow you to use an author's exact words to make your point.   When making such a quotation, copy it exactly. What if the source you are quoting contains a grammatical, factual, or other type of error? You may use the Latin word *sic*, which means >thus' or >yes.' The word *sic* (italicized and in parentheses) indicates that the mistake is in the original, but you have copied it accurately. For example, The witness said, "The tire blowed (*sic*) out and the car slud (*sic*) into the ditch." Use *sic* sparingly.

 Use the block form for a quotation that is more than four lines of text in your paper.

> If it is necessary to cite verbatim a large block of material, indent the block five spaces and single space. Do not use opening or closing quotation marks. Do not further indent the first line . . . Use block quotes sparingly. Avoid overly long block quotes. Cite block quotes following the same guidelines for regular quotes, given below. Unless absolutely necessary to your paper, do not include block quotations of biblical passages.[24]

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[19]Faylen, *Plagiarism*, 444.
[20]Fann, *Footnotes*, 37.
[21]Footnotes are not the only acceptable method of documentation. The are, however, the method required by the Bible/Theology department at MCC.
[22]Skwire and Wiener, *Student's Book*, 445.
[23]Skwire and Wiener, *Student's Book*, 445.
[24]Caulley, *Style Guidelines*, 4.

Do not use long biblical quotations to pad your paper.[25]   It is appropriate to quote a relevant portion of a biblical text when the text is cited in support of your argument. It is also relevant to quote a portion that will be explained in the sentences or paragraphs that follow (as in biblical commentaries).

Second, using footnotes to document your sources is to guide the reader who wishes to do further research on the topic. By citing the source where you found that quotation, the reader will be able to find the specific volume (if part of a set) and page that you are quoting. In fact, when you are doing research you will find footnotes to be a helpful source of further literature on the subject.

Third, documenting sources displays the research you have done and supports your own argumentation. The use of a variety of high-quality sources will give authority to your work.[26] When you have mastered the art of producing footnotes, you will be able to produce academic work of which you can be proud, and you will be able to sleep at night.[27]

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[25]Ima Fann, "Fifty Ways To Turn a Five-Page Paper into a Fifty-Page Paper," *Funky Music Journal* 45 (2004): 211.

[26]There is another type of footnote, the content note, which is used to provide additional explanations, definitions, or technical material that cannot be easily integrated into the text of your article. Before using this type of footnote you should ask yourself whether it is in fact necessary, or whether the comments could have been integrated into the text of your article. Sometimes content-footnotes and documentation-footnotes can even be combined. See Turabian, *Manual*, 118.

[27]In the interest of fairness and clarity, and to belabor the obvious, it is time for a disclosure: most of the sources cited above are fictitious. The works by Caulley, Skwire and Wiener, and Turabian are real.

<u>Works Cited</u>

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Alexander, Patrick H, et. al. editors. *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: Hendrickson, 1999.

Lester, James D. and James D. Lester, Jr. *Writing Research Papers: A Complete Guide*, 9th ed. New York: Longman, 2002.

Pence, R. W. And D. W. Emery. *A Grammar of Present-Day English*. New York: Macmillan, 1947.

Bibliography

Attach a bibliography at the end of all research papers. This should include first a list of the sources that you have cited; this list is called Works Cited. Then include a list of all the research works consulted; this list should be titled Works Consulted. Do not include your Bible, or writing tools such as Webster's dictionary, Turabian's manual, your thesaurus, or other such general works. Your study Bible is not an appropriate source for research papers.

Required Citation Procedures

Purpose of Bibliography and Footnotes
The reader should be able to glance at a bibliography and learn what authors the writer used as sources and be able to find the book or set of books being cited.

A footnote entry should enable the reader to find the specific volume (if part of a set) and page that is being cited where one can read more about the point being made.

Differences Between the Footnote and Bibliography Entries
A footnote is indented as though it were a paragraph but is punctuated as though it were a sentence. The main items in a footnote are (1) author, (2) title, (3) facts of publication, (4) page number or numbers of the material cited. The items are separated by commas (except that the facts of publication are enclosed in parentheses), and a period concludes the note. If a book omits either the publisher=s name or place of publication, use the abbreviation n.p. Electronic and on-line sources often omit the place of publication. If a source omits the date, use the abbreviation n.d.

Bibliography entries are alphabetized by the last name of the author (or first author mentioned). This accounts for two differences: bibliography entries list the first author, last name first. If there are two or more authors, the names are in the normal order. Each bibliography entry is reverse-indented. This makes the authors' names stand out. Further, each of the three main items in a bibliography entry (author, title, facts of publication) is separated by a period.

The footnote reference is to the specific page or pages in the source for the information cited.

A bibliography reference to a book is to the whole book, so no page numbers are given. A bibliography reference to an article is to the whole article: cite the inclusive page numbers of the article, first to last. Study the examples in this guide and observe the distinctive features of footnotes and bibliographies. Also observe the differences between references to an article and references to a book.

The Advantage of Computer Word Processing Programs
The conventions of writing term papers were developed in the days of manual typewriters. With typewriters underlining was allowed as a substitute for italics. Use italics for the titles of books and journals. Also use italics any time you use a foreign word, ancient or modern.

Footnotes were a major ordeal, so endnotes were often allowed. Readers discovered, however, that it was difficult to move back and forth within a book or electronic document to read the endnotes as one read the text.

Computer software programs make it easy for you to use footnotes and italics, but you should familiarize yourself with your system well enough that you can take advantage of all of its features. For example, footnotes may come with a default format different from the standards of this manual. You may need to experiment with the options or format menu to reset or customize the default settings. You may need to use the advanced edit feature of your footnote options menu to place footnotes at the bottom of

the text rather than at the bottom of the page. You may also need to change the default to indent your footnotes.

Placement of Footnotes

When you insert the footnote, the word processing program will place your superscript number in the text and the footnote below the text. Insert the footnote for quoted material after the quotation marks. If the borrowed material/idea/conclusion is not directly quoted, insert the footnote at the end of the borrowed material. This will usually be after the period at the end of a sentence. There could be an exception like the following example:

Cohabitation reduces the changes for a successful marriage[28] and is contrary to biblical principles.

Initial Quotation

The first time you cite a reference, give the full publishing information in the footnote or endnote.

Subsequent Citations

After the initial citation of a particular source, all subsequent citations of that same source should give author's last name, short title, and page number(s) as a footnote or endnote. A shortened title contains key words that would distinguish it from other books by the author. Please do not use *op., cit., Ibid., ad loc.,* or other such short cuts.

---

[28]Earl Duke, "Why Buy the Cow?" *Bubba's Journal of Social Research* 17 (2003): 158.

Citation Examples

Each example shows (1) full footnote citation, (2) subsequent footnote citation, and (3) corresponding bibliography entry for either Works Cited or Works Consulted lists.

BOOKS

A BOOK BY A SINGLE AUTHOR

Initial footnote/endnote entry
   [15] Charles H. Talbert, *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles* (New York: Crossroad, 1992), 127.

Subsequent footnote/endnote entries
   [19] Talbert, *Reading John*, 22.

Bibliography
Talbert, Charles H. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles.* New York: Crossroad, 1992.

A BOOK BY TWO OR THREE AUTHORS

Initial footnote/endnote entry
   [4]James M. Robinson and Helmut Koester, *Trajectories through Early Christianity* (Philadelphia: Fortress, 1971), 237.

Subsequent footnote/endnote entries
   [12] Robinson and Koester, *Trajectories*, 23.

Bibliography
Robinson, James M., and Helmut Koester. *Trajectories Through Early Christianity.* Philadelphia: Fortress, 1971.

A BOOK BY MORE THAN THREE AUTHORS

Initial footnote/endnote entry
   [7]Bernard Brandon Scott et al., *Reading New Testament Greek* (Peabody Mass.: Hendrickson, 1993) 53.

Subsequent footnote/endnote entries
   [9] Scott et al., *Reading New Testament Greek*, 42.

Bibliography
Scott, Bernard Brandon, Margaret Dean, Kristen Sparks, and Frances LaZar. *Reading New Testament Greek.* Peabody, Mass.: Hendrickson, 1993.

A BOOK WITH ONE EDITOR

Initial footnote/endnote entry
[5]Jeffery H. Tigay, ed., *Empirical Models for Biblical Criticism* (Philadelphia: University of Pennsylvania Press, 1985), 35.

Subsequent footnote/endnote entries
[9] Tigay, *Empirical Models*, 38.

Bibliography
Tigay, Jeffrey H., ed. *Empirical Models for Biblical Criticism.* Philadelphia: University of Pennsylvania Press, 1985.

A BOOK WITH MORE THAN THREE EDITORS
If a work is by three or more editors, simply list one and "et al." to indicate additional editors (without comma following the first editor's name).

Initial footnote/endnote entry
[4]John F. Oates et al., eds., *Checklist of Editions of Greek and Latin Papyri, Ostraca and Tablets* (4th ed.; BASPSup 7; Atlanta: Scholars Press,1992), 10.

Subsequent footnote/endnote entries
[6]Oates et al, *Checklist of Editions*, 12

Bibliography
Oates, John F., William H. Willis, Roger S. Bagnall, and Klaas A. Worp, eds. *Checklist of Editions of Greek and Latin Papyri, Ostraca and Tablets.* 4th ed.

ARTICLES

A SIGNED/INITIALED DICTIONARY OR ENCYCLOPEDIA ARTICLE
If initialed, see list of contributors in the front of vol. 1.

Initial footnote/endnote entry
[2]K. Stendahl, "Biblical Theology, Contemporary," *IDB* 1:418-32.

Subsequent entries
[3]Stendal, "Biblical Theology," 1:419.

Bibliography
Stendahl., K. "Biblical Theology, Comtemporary." Pages 418-32 in vol. 1 of *The Interpreter's Dictionary of the Bible.* Edited by G.A. Buttrick. 4 vols. Nashville: Abingdon, 1962.

AN UNSIGNED DICTIONARY OR ENCYCLOPEDIA ARTICLE

Initial footnote/endnote entry
[2]"Biblical Theology, Contemporary," *IDB* 1:418-32.

Subsequent entries
[3]"Biblical Theology," 1:419.

Bibliography
"Biblical Theology, Contemporary." Pages 418-32 in vol. 1 of *The Interpreter's Dictionary of the Bible.* Edited by G.A. Buttrick. 4 vols. Nashville: Abingdon, 1962.

AN ARTICLE IN A LEXICON OR A THEOLOGICAL DICTIONARY
For the discussion of a word or a family of words, give the entire title and page range of the article:

Initial footnote/endnote entry
[3] K. Dahn, W. Liefeld, "See, Vision, Eye," *NIDNTT* 3:511-21.

[6] H. Beyer, "διακονέω, κτλ," *TDNT* 2:81-93.

[7] C. Spicq, "ἀτακτέω, ἀτακτος, ἀτάκτως", *TLNT* 1:223-24.

[143] C. Spicq, "ἀμοιβή," *TLNT* 1:95-96.

Subsequent entries need only the dictionary reference.
[25] Beyer, *TDNT* 2:83.

For the discussion of a specific word in an article covering a larger group of words, name just the word discussed and those pages on which it is discussed:
[23] H. Beyer, "διακονέω", *TDNT* 2:81-87.

[26] K. Dahn, "ὁράω," *NIDNTT* 3:511-18

Subsequent entries need to include only the dictionary volume and page numbers.
[32] Beyer, *TDNT* 2:87.

[29] Dahn, *NIDNTT* 3:511.

[147] Spicq, *TLNT* 1:95.

In the bibliography, cite only the theological dictionary.
Brown, Colin, ed. *New International Dictionary of New Testament Theology*. 4 vols. Grand Rapids: Zondervan, 1975-1985.

Kittel, D., and D. Friedrich, eds, *Theological Dictionary of the New Testament*. Translated by G. W. Bromiley. 10 vols. Grand Rapids: Eerdmans, 1964-1976.

Spicq, Ceslas. *Theological Lexicon of the New Testament*. Translated and edited by James D. Ernest. 3 vols. Peabody, Mass.: Hendrickson, 1994.

A JOURNAL ARTICLE

In the case of journal articles, the date already appears in parenthesis, so use brackets as above. Note that citations of journals which number pages sequentially through the entire year include volume number and year, and not individual fascicle number and date (not vol. 26:1 February 24, 1980). Periodicals which do not number their pages sequentially throughout the year should be cited by fascicle and date (vol. 26:1, February 24, 1980). Note that the title of the journal is abbreviated in the footnote example and spelled out in the bibliography entry. For a list of journal abbreviations see the *SBL* manual, pages 89-152.

Initial footnote/endnote entry
    [7] Blake Leyerle, "John Chrysostom on the Gaze," *JECS* 1 (1993): 159-74.

Subsequent footnote/endnote entries
    [23] Leyerle, "Chrysostom," 161.

Bibliography
Leyerle, Blake. "John Chrysostom on the Gaze," *Journal of Early Christian Studies* 1 (1993): 159-74.

BIBLE COMMENTARIES

Initial footnote/endnote entry
    [6] Morna Hooker, *The Gospel according to Saint Mark* (BNTC 2; Peabody, Mass.: Hendrickson, 1991), 223.

Subsequent entries
    [7] Hooker, *Mark*, 225.

Bibliography
Hooker, Morna. *The Gospel according to Saint Mark*. Black's New Testament Commentaries 2. Peabody, Mass.: Hendrickson, 1991.

A SINGLE VOLUME OF A MULTIVOLUME COMMENTARY IN A SERIES

Initial footnote/endnote
    [4] Mitchell Dahood, *Psalms* (3 vol.; AB 16-17A; Garden City; Doubleday, 1965-1970), 3: 127.

Subsequent entries
    [7] Dahood, *Psalms*, 2:121.

Bibliography
Dahood, Mitchell. *Psalms*. 3 vols. Anchor Bible 16-17A. Garden City: Doubleday, 1965-1970.

USING INDIVIDUAL VOLUMES AS THE BASIS FOR CITATION:

Initial footnote/endnote
    [78] Mitchell Dahood, *Psalms I, 1-50* (AB 16; Garden City: Doubleday, 1965), 44.

Subsequent entries
    [79] Dahood, Psalms *I, 1-50*, 78.

Initial footnote/endnote

[16]Mitchell Dahood, *Psalms II, 51-100* (AB 17; Garden City: Doubleday, 1968), 347.

Subsequent entries

[37]Dahood, *Psalms II, 51-100*, 351.

Initial footnote/endnote

[126]Mitchell Dahood, *Psalms III, 100-150* (AB 17A; Garden City: Doubleday, 1970), 478.

Subsequent entries

[130]Dahood, *Psalms III, 100-150*, 478.

Whichever style is chosen, the author or editor must be consistent.

ELECTRONIC AND ONLINE SOURCES

A CD-ROM REFERENCE WITH A CORRESPONDING PRINT EDITION

Initial footnote/endnote entry
   [67] Duane F. Watson, "False Apostles," n.p., *ABD on CD-Rom.* Version 2.0c. 1995, 1996.

Subsequent footnote/endnote entries:
   [71] Watson, "False Apostles," n.p.

Bibliography
Watson, Duane F. "False Apostles." *The Anchor Bible Dictionary on CD-ROM.* Logos Library System Version 2.0c. 1995, 1996. Print ed.: David Noel Freedman, ed. *Anchor Bible Dictionary.* 6 vols. New York: Doubleday, 1992.

AN INTERNET PUBLICATION WITH A PRINT COUNTERPART

Initial footnote/endnote entry
   [8] Charles Truehart, "Welcome to the Next Church," *Atlantic Monthly* 278 (August 1996): 37-58. Cited 5 May 1997. Online: http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm

Subsequent footnote/endnote entries:
   [12] Truehart, "Next Church," 37.

Bibliography
Truehart, Charles. "Welcome to the Next Church," *Atlantic Monthly* 278 (August 1996): 37-58. Cited 5 May 1997. Online: http://www.theatlantic.com/alantic/issues/96aug/nxtchrch/nxtchrch.htm.

AN INTERNET PUBLICATION WITHOUT A PRINT COUNTERPART

Initial footnote/endnote entry
   [32] Matthew Thomas Farrell, "History of the Discovery of Thomas and Comments on the Text," n.p. [cited 5 May 1997]. Online: http://www.miseri.edu/daview/thomas/farrell.htm.

Bibliography
Farrell, Matthew Thomas. "History of the Discovery of Thomas and Comments on the Text." No pages. Cited 5 May 1997. Online: http://www.miseri.edu/davies/thomas/farrell.htm..

Abbreviations

Abbreviations for **titles of journals and series** are listed in the *SBL Handbook*. If a title is not included, spell out the title.

There are two styles for indicating whether a **date** comes before Christ or after Christ. The preferred style in *SBL* is B.C.E. and C.E. If you use A.D. and B.C., remember that A.D. precedes the date and B.C. follows it.

Modern Bible Versions, etc. from section 8.2 *SBL*

If citing a Bible version not listed below, spell out the title (e.g., *The Message*).

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
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
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)
WEYMOUTH	*The New Testament in Modern Speech*, R. F. Weymouth

Primary Sources: Ancient Texts from section 8.3.1 and 8.3.2 *SBL*

Books of the Bible cited without chapter or chapter and verse should be spelled out in the main text. Books of the Bible cited with chapter or chapter and verse should be abbreviated, unless they come at the beginning of the sentence. All occurrences of biblical books in parentheses and footnotes should be abbreviated. Indicate which translation is used in a particular citation. When this citation is in parentheses, a comma is not needed to separate the citation and the abbreviation for the translation.

Correct The passage in 1 Cor 5 is often considered crucial.
     The passage, 1 Cor 5:6, is often considered crucial.
     First Corinthians 5:6 is a crucial text.
     "Do you not know that a little yeast leavens the whole batch of dough?" (1 Cor 5:6 NRSV).

Note that abbreviations for the Hebrew Bible/Old Testament and New Testament *do not* require a period and *are not* italicized.

If you are a person who likes to determine the pattern of a system, note that the abbreviations seem to be the first four letters of the name unless the fourth letter is a vowel. There are some exceptions.

Bible

Hebrew Bible/Old Testament

Gen	Genesis
Exod	Exodus
Lev	Leviticus
Num	Numbers
Deut	Deuteronomy
Josh	Joshua
Judg	Judges
Ruth	Ruth
1-2 Sam	1-2 Samuel
1-2 Kgs	1-2 Kings
1-2 Chr	1-2 Chronicles
Ezra	Ezra
Neh	Nehemiah
Esth	Esther
Job	Job
Ps/Pss	Psalms
Prov	Proverbs
Eccl	Ecclesiastes
Song	Song of Songs
	Song of Solomon
Isa	Isaiah
Jer	Jeremiah
Lam	Lamentations
Ezek	Ezekiel
Dan	Daniel
Hos	Hosea
Joel	Joel
Amos	Amos
Jonah	Jonah
Mic	Micah

Nah	Nahum
Hab	Habakkuk
Zep	Zephaniah
Hag	Haggai
Zech	Zechariah
Mal	Malachi

New Testament

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

Other: See *SBL* for other ancient texts.

Selected Capitalization and Spelling Examples
From *The SBL Handbook of Style*

In general, a word or phrase used as a title of the whole or a specific part of the Bible is capitalized; the name of a genre is not capitalized. Thus any ancient and modern designation for the Bible, a book of the Bible, a division of the biblical canon (e.g., Pentateuch), or a discrete section of a biblical book (e.g. Primeval History) may be a proper noun and so capitalized.

A

Abba
Alpha and Omega
amillennial(ism)
ancient Near East
antitheses
ante-Christian
Apocalypse, the (book of Revelation)
Apocrypha, the
apocryphal
apostle(s)
Apostle Paul (but Paul the apostle)
ark
atonement

B

Baal (not Ba'al unless in Semitic transcription)
Babylonian captivity
baptism
Beatitudes
Bible
biblical
body of Christ
Book of Life
bridegroom, the (Christ)

C

canon
casuistic
CD-ROM
charismatic
chief priest
Christian
Christian era
Christlike
Christology
Chronicler, the
church

church father(s) (but the Fathers of the church)
city of David
Code of Hammurabi
Comforter, the
commandment (first, second, etc.; but Ten
    Commandments)
Council of Trent
covenant
creation
Creator
cross

D

Davidic monarchy
day of judgment
day of Pentecost
Day of the Lord
Dead Sea Scrolls (but a Dead Sea scroll)
deity of Christ
Deity, the
Deuteronomic
devil
Diaspora
disciples
Dispersion
divided kingdom
divine

E

early church
Easter
Eastern Orthodox Church
Eden
e-mail
end time, the
Epistle to the Romans (et al)
end time, the
Epistle to the Romans (et al)
Epistles (a division of the canon)

Epistles, Paul's (et al)
eternal life
eternity
evangelist
exile
exodus, the

F
fall, the
Father (referring to God)
Feast of Firstfruits
Feast of Pentecost
Feast of Tabernacles
Fertile Crescent
Festival of Weeks
Festival of Booths
Festival of Passover
first missionary journey
flood, the
Fourth Gospel

G
garden of Eden
gehenna
General Epistles
Gentile(s)
gnostic
Gnosticism
God Almighty
Godhead
godlike
godly
golden calf
good news
gospel
gospels (generally)
Gospels (a division of the canon)
Great Commission
Greco-Roman
Greek

H
hades
half-brother
half-tribe
hallelujah
Hanukkah
heaven
hell

Hellenism (adj. Hellenistic)
high priest
Holy City
Holy Land
holy of holies
house of David

I
Immanuel
Incarnation
Intertestamental period

J
Jehovah
Jerusalem Council
Jesus' (to show possession)
Jew, Judaism
Judah
Judgment day

K
King (referring to God)
king of Israel
King of kings
Kingdom of God/heaven
Koine Greek
Koran: use Qur'an instead

L
Lamb of God
land of Israel
last day, the
Last Supper, the
law (versus grace)
law of Moses, Jewish law, law of Israel
Law, the (Pentateuch: a division of the canon)
Letter to the Galatians (etc.)
Levite
Lord (referring to one of the persons of the
    Trinity)
Lord's Day
Lord's Supper
Lord of lords
lordship of Christ
Lukan

M

Magnificat (Song of Mary)
Major Prophets (division of the canon)
Matthean
medieval
menorah
mercy seat
messiah
Messiah, the
messianic
Middle Ages
Minor Prophets (division of the canon)
Mosaic covenant
Mosaic Law
Moses' (to show possession)
Muhammad (not Mohammed)
Muslim (not Moslem)

N

nativity
Near East
Negev (not Negeb)
neo-Evangelicalism
neo-orthodoxy
neo-Pentecostalism
neoplatonism
new age
new covenant
new heaven and new earth
new Jerusalem
New Moon (festival)
New Testament
non-Christian (but unchristian)
non-Pauline
northern kingdom
Nuzi texts (not Nuzu)

O

old covenant
Old Testament
only begotten Son
oral law
Orient
oriental
original sin
Orthodox Judaism
orthodoxy

P

pagan
papyrus (plural papyri)

parable of the Good Samaritan
paradise
Parousia, the
passion, the
Passover
patriarchal period/age
patriarchs, the
patristic
Pentateuch
Pentecost
pentecostal (adjective)
Pentecostal (noun)
people of Israel
percent
pericope (plural pericopae)
period of the judges
period, as in Roman
Persian Empire
person of Christ
persons of the Trinity (but Third Person of the
     Trinity)
Petrine
Pharaoh (when used as a proper name)
Pharisaic
Pharisees
Poetic(al) Books (of the Bible)
pope, the
post-Nicene
postexilic
pre-Christian
premillennial(ism)
priesthood of Christ
priesthood, the
Prison Epistles
promised land
Prophet Jeremiah
Prophetic(al) Books (of the Bible)
prophets
Prophets, the (division of the canon)
Protestant (ism)
psalm, a
psalmist

Q

Queen of Sheba
queen of the South
Qumran
Qur'an (not Kuran)

R

rabbi(s)
rabbinic
Rameses (place)
Ramesses (person)
Re (not Ra)
Redeemer (referring to Jesus)
Reformation, the
resurrection, the
return, the
risen Lord
Roman Empire
Rosh Hashanah

S

Sabbath, the
Sabbatical cycle
Sadducees
Sanhedrin, the
Satan
satanic
Savior (referring to Jesus)
scribe
scriptural
Scriptures
second coming
Semitic
Semitism
Septuagint
Sermon on the Mount (Matthew)
Sermon on the Plain (Luke)
Sheol
Siloam Pool (but pool of Siloam)
sin offering
Son (referring to Jesus)
Song of Deborah
Song of Moses
Song of the Sea
source criticism
southern kingdom
spirit of God
Spirit, the
Stoic(ism)
store cities
suffering Servant
Sumerian Law Code
sun-god
synagogue
synoptic (adjective)
Synoptic Gospels

Synoptics, the
Syria-Palestine

T

tabernacle
Table of Nations
Talmud
talmudic
tell/tel
televangelist
Temple Mount
temple, the: Solomon's temple
Ten Commandments
Textus Receptus
Third Evangelist
third world (as adjective, third-world)
Tiglath-pileser
torah (instruction)
Torah (a division of the canon)
Trans-Euphrates
transfiguration
Transjordan (ian)
Trinity
twelve apostles
Twelve, the
Twenty-first Psalm (etc.)

U

Upper Egypt
unchristian
Uncial
underworld (adjective)
Underworld, the
united kingdom
upper Galilee
utopia

V

vassal treaties
versions, the (Greek versions, Coptic versions, etc.)
Virgin birth
Virgin Mary
Vulgate

W

Wailing Wall
Way, the
West Bank
Western church
Western text
Wilderness wanderings
Wisdom (personified)
Wisdom literature
wise men
word of God
Word, the (Jesus)
worldview
Writings, the (a division of the canon)

Y

Yahweh
Year of Jubilee
Yom Kippur (Day of Atonement)

Z

Zealots
ziggurat

Sources of Frequent Errors

by Dr. T. Scott Caulley

Bible References (section 8.2 in *SBL*)

Books of the Bible cited without chapter or chapter and verse should be spelled out in the main text. Books of the Bible cited with chapter or chapter and verse should be abbreviated, unless they come at the beginning of the sentence. Do not start a sentence with a numeral. All occurrences of biblical books in parentheses and footnotes should be abbreviated. Authors citing more than one translation of the Bible must indicate which translation is used in a particular citation. When the citation is in parentheses, a comma is not needed to separate the citation and the abbreviation of the translation, as is indicated in the fourth example below.

> Right: The passage in 1 Cor 5 is often considered crucial.
> The passage, 1 Cor 5:6, is often considered crucial.
> First Corinthians 5:6 is a crucial text.
> "Do you not know that a little yeast leavens the whole batch of dough?" (1 Cor 5:6 NRSV).

Capitalization (section 4 of Turabian's Manual)

Capitalize proper nouns (person and place names) and titles (Christ, Son of Man)
Capitalize adjectives derived from proper nouns (Christian, Jewish).
Capitalize the word "Bible" as the title of sacred scripture.
Capitalize traditional titles of Bible sections (Sermon on the Mount; Lord's Prayer).
In titles, use headline style: capitalize first words, last words, and all other words except conjunctions, articles, prepositions.

Example: Style Guidelines for Research Papers in the Bible/Theology Department

Do not capitalize "he," "his," "him" when referring to God or Christ.
Do not use "screaming caps" (all caps) for emphasis.

Ellipsis Points (*SBL* sect. 5.18, 5.19, 5.22)

Any omission of words, phrases, or paragraphs in quoted matter is shown by ellipsis points, which are period dots, not asterisks (stars). There should be a space before each dot, unless the first dot is the period of an abbreviation or sentence, and a space after the last if a word follows. Since ellipsis points stand for words omitted from the quotation itself, they are always placed *within* quotation marks. When quotation marks either precede or follow ellipsis points, do not leave a space between the quotation mark and the dot (but see 5.27-28). With word processing programs that justify lines by adjusting spaces between words, ellipsis points may require special processing. For example, some programs when formatting automatically add two spaces after periods that occur at the end of lines in the unformatted text, whether or not they end sentences.

> In conclusion he stated, "What we require . . . is a new method."
> "When a nation is clearly in the wrong, it ought to say so. . . . I am only enunciating principles that we apply in our own case."

Italics (*SBL* sect. 4.4.4)

Book and journal titles are italicized (the same as underlining; italics preferred) Series titles are not italicized. Titles of articles in journals or books are placed in quotes, not italicized. **Italicize all foreign words, including transliterated Greek or Hebrew words.**

Use italics or underlining very sparingly for emphasis.

Numbers (Section 2.29-2.35 in Turabian's Manual)

In nonscientific material, numbers are sometimes spelled out and sometimes expressed in numerals, according to prescribed conventions. The general rule followed by many writers and by the University of Chicago Press is to spell out all numbers through one hundred and any of the whole numbers followed by *hundred, thousand, hundred thousand, million,* and so on. For all other numbers, numerals are used.

> **Examples** At that time the combined population of the three districts was less than four million.
>
> There are 514 seniors in the graduating class.

The general rule applies to ordinal as well as cardinal numbers.

> **Example** On the 122d and 123d days of his recovery, he received his eighteenth and nineteenth letters from home.

Note that the preferred numeral form of the ordinals *second* and *third* adds *d* alone (2d, 3d), not *nd* and *rd* (2nd, 3rd).

The general rule must be modified when numbers above and below one hundred appear in a series, or group, applying to the same kind of thing. Here all are expressed in numerals:

> Of the group surveyed, 186 students had studied French, 142 had studied Spanish, and 36 had studied Latin for three years of more.

A sentence should never begin with a numeral, even when there are numerals in the rest of the sentence. Either spell out the first number or recast the sentence.

> Two hundred and fifty passengers escaped injury; 175 sustained minor injuries; 110 were so seriously hurt that they required hospitalization.
>
> *Or better*
>
> Of the passengers, 250 escaped injury, 175 sustained minor injuries, and 110 required hospitalization.

SBL, Section 4.2

Our (*SBL*) style requires arabic (1, 10) rather that roman (I, X) numerals. This rule is especially to hold true in bibliographic forms (volume numbers, for example). It also concerns the citing of primary sources as well (e.g., 3 John, not III John). Three exceptions to this rule are page numbers in the front matter of a book, column numbers in Qumran documents (see '8.3.5) and in many other ancient Near Eastern tests (see '5.9.2), and series numbers in Discoveries in the Judean Desert (see Appendix F).

Inclusive Numbers: Ancient Writings, Dates

All digits are used in ranges of years. All digits are used with ranges in references to premodern primary texts, whether the numbers refer to sections, chapters, verses, or pages in modern editions.

    Right Josephus, *J.W.* 1.321-329
              154-157 C.E.
              502-500 B.C.E.
              The years 1950-1951 were peaceful.
              From 1856 to 1857
              between 1850 and 1860
              He was popular in the 1960s and 1970s.
              He was popular in the >60s and >70s.
              He was popular in the sixties and seventies.
    Wrong:
              from 1857-68
              between 1850-60
              He was popular in the 1960s and >70s.

Punctuation (*SBL* sect. 4.1.2, 4.1.4, 4.1.5)

All sentences should end with punctuation (period or question mark). Outline segments (phrases) that are not complete sentences do not end with a period. Bible book abbreviations are **not** followed by a period. Periods, commas, and question marks are included **within** quotation marks.

A **comma** should be used before the final conjunction in a series of three or more objects. Only journalism style omits that comma to conserve space.

Remember to include the second comma in a parenthetic phrase. However, no parenthetic comma is used around the year when the day precedes the month or is omitted. And no commas are used with Jr. or Sr.

    Examples   The emperor's behavior offended even Roman sensibilities when, for example, he immolated
                     scores of innocent Christians.
                     Judas returned on 21 Nisan 164 B.C.E. from his trip to . . .
                     He published the second edition in March 1932.
                     Walter Wangerin Jr. spoke at the conference.

Quotation marks belong outside periods and commas. Single quotation marks should be used to indicate quotations within a quotation.

        "Correct punctuation is vital."
        I am not a "pedant."
        'He says he's not a 'pedant.'"
        This man, who claims he is not a "pedant," likes making rules about commas.

A question mark, however, belongs outside of the quotation marks unless it is part of the quoted or parenthetical material.

        Why had he said, "I'm too tired to respond"?
        Do you understand the word "pedant"?
        He asked, "What can I do?"

Colons and semicolons also belong outside the quotation marks:

        S. Westerholm wrote the article " 'Letter' and 'Spirit': The Foundation of Pauline Ethics."