

MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

*THE MIDWESTERN STYLE MANUAL*  
SECOND EDITION, REVISED

THE OFFICIAL MANUAL OF STYLE FOR THE SEMINARY

FOR USE BY STUDENTS

AND FACULTY

CRAFTED BY THE FACULTY

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## PREFACE

The Midwestern Baptist Theological Seminary Style Manual, hereafter known as *The Midwestern Style Manual*, is designed to aid Midwestern Baptist Theological Seminary and Midwestern College students and faculty in understanding and using the approved and permitted elements of style for courses and seminars at Midwestern. Because Midwestern offers degree programs in a variety of disciplines and degree levels, this guide contains sections applicable to class papers, reaction papers or book critiques, research papers, and dissertations.

### **What to Look For in the Midwestern Style Manual**

- A. Title pages for the various types of written work have their features in common, depending upon the type of written work being undertaken, i.e., all class papers should utilize the same type of title page, whereas dissertations should all use a style of title page unique to dissertations.
- B. Other matters of form and style are addressed, with input from the various disciplines represented.
- C. Midwestern's institutional preferences will be stated and explained. For items not covered in this manual, consult the most recent edition of *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian.
- D. *The Midwestern Style Manual* was produced by members of the faculty and is to be regarded as the institution's property.

On behalf of the contributors,

Steven H. Thompson, DMIN  
Editor

## **I. General Format Requirements**

### **A. Font and Margins**

<b>Type of Paper</b>	<b>Requirements</b>
Course/Seminar	One inch margin on all four sides (top, bottom, left, and right) Font: Times New Roman, size 12.
Dissertation	Left margin: 1.5 inches minimum (the left side and the right side appear to have the same margins after binding) 1. Recommendation: Set the top, bottom, and right margins 1.1 or 1.2 inches, with left margin being 1.6 or 1.7 inches to prevent copier alignment problems. 2. The margins of each and every page of the dissertation will be measured. 3. Font: Times New Roman, size 12.

### **B. Margin Justification**

<b>Type of Paper</b>	<b>Requirements</b>
Course/Seminar	1. Use left justification for left margin; Ragged right margin 2. Justified left margin only at one inch
Dissertation	1. Use left justification for left margin; Ragged right margin 2. Justified left margin only at 1.5 inches

### **C. Line Spacing for ALL Papers and Dissertations**

NOTE: A triple space yields two blank spaces between lines of text, while a double space yields only one blank line between lines of text.

<b>Type of Line Spacing</b>	<b>Requirement</b>
Text Spacing	Double space except block quotes, table titles and figure captions, lists in appendixes, table of contents, footnotes, and bibliographies
Spacing Above and Below Chapter Titles including Contents page and Bibliography	Above title: Top margin of page Below title: one (1) blank line
Spacing Above and Below Subhead	Above subhead: 2 blank lines (triple space) Below subhead: 1 blank line (double space)

Between Paragraphs	None (indent the first sentence of a paragraph one tab)
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#### **D. Indentation**

<b>Type of Indentation</b>	<b>Requirement</b>
Paragraph	One tab: first sentence indentation (Use tabs for indentation)
Footnote	One tab
Block Quotes	One tab
Bibliography	One tab: all lines of each entry except the first line which is flush left

#### **E. Spacing Following Terminal Punctuation, Commas, and Superscripts**

<b>Type</b>	<b>Requirement</b>
Terminal Punctuation (periods, exclamation points, and question marks)	One space between the punctuation of a sentence and the first word of the next sentence
Commas, colons, and semi colons	One space after any punctuation within a sentence
Superscripts	No space between terminal punctuation and a footnote superscript

#### **F. Placement of Page Numbers**

1. Center the page numbers throughout a paper or dissertation in the footer.
2. Set the numbers at least half an inch from the edge of the page.

#### **G. Levels of Subheads for Papers and Dissertations**

1. Midwestern uses no more than four levels of subheads.
  - a) **First Level Subhead**—Centered; boldface; headline-style capitalization
  - b) **Second Level Subhead**—Centered; regular type; headline-style capitalization
  - c) **Third Level Subhead**—Flush left; boldface; headline-style capitalization
  - d) **Fourth Level Subhead**—Flush left; regular type; headline-style capitalization.

## **First Level Subhead**

### Second Level Subhead

### **Third Level Subhead**

#### Fourth Level Subhead

2. The only exception to the regular typeface comes with the use of book titles for subheads. Book titles are always in italics, whether or not they are in boldface.

## II. Academic Writing Devices Required by MBTS

NOTE: Academic writing is formal writing. The following writing devices are required for MBTS papers and dissertations.

### A. First, Second, and Third Persons and Gender Usage

1. First Person (I, we, me) is appropriate in descriptions of the author and his or her work, ministry, or experience. Check with professor before using.
2. Second Person (you, yours) is never appropriate.
3. Third Person (he, she, it, they) is the most appropriate for academic writing.
4. Pronouns should have clear antecedents, especially the pronoun *it*, otherwise one must backtrack to determine which noun (antecedent) is actually linked with the pronoun.
5. Using 'this' and 'that' requires that nouns follow them for clarity. Many professional writers omit the nouns that should follow the use of 'this' or 'that' and the result is a lack of clarity. *Midwestern desires this clarity.*

**Tip:** When using pronouns be consistent in noun-pronoun agreement.

Wrong: The *student* carefully unpacked *their* back packs.

Correct: The *students* carefully unpacked *their* back packs.

Note: When one desires the concreteness of the singular, subject-verb agreement is not to be sacrificed on the altar of express gender inclusiveness. We do not tolerate sentences of the form, "If anyone is in Christ, they are a new creation." Persistent pluralization of subjects to get to a plural pronoun results in bad style. *Midwestern* does not permit the use of 'they' and 'them' with singular implied subjects, as in "If anyone is in Christ, they are a new creation"; and (b) *Midwestern* forbids "he or she" circumlocutions. 'He' and 'him' can be gender-inclusive and should be treated as such.

### C. Articles

1. The use of articles in English sentences aids the reader in identifying objects or concepts and the relative importance of those objects or concepts.
2. Indefinite articles include *a*, *an*.
3. The definite article in English is *the*.

**Tip:** Use a definite article when referring to a specific noun.

Wrong: The history of *a* First Baptist Church in Tulsa is specific to one church.

Correct: The history of *the* First Baptist Church, Tulsa, is specific to one church.

Correct: The history of First Baptist Church, Tulsa, is specific to one church.

### D. Subject-Verb Agreement

1. Subject-verb agreement is always important in formal writing and all forms of communication.



2. Always identify the verb or verbs in a sentence. Singular subjects require singular verbs, and plural subjects require plural verbs. Pronouns must agree with their referents in number and gender.
3. Additionally, verbs having a factual or propositional connotation should follow the word ‘that’ for clarity. Examples would include *I believe that*; *I understood that*; *I thought that*, etc. Generally, intellectual acts need the word ‘that’ to set them off clearly. Passives of the intellect also need ‘that,’ as in “Steve was surprised that. . .”

**Tip:** Read the subject or object with the verb following it and no other text between them in order to determine what is correct.  
 Wrong: Milton *say* that the weather is cold outside.  
 Correct: Milton *says* that the weather is cold outside.  
 Wrong: People *says* that the weather is cold outside.  
 Correct: People *say* that the weather is cold outside  
 Wrong: People commenting on the weather today *says* that the weather is cold outside.  
 Correct: People commenting on the weather today *say* that the weather is cold outside.

#### **E. Avoid: Contractions and Possessives**

1. Contractions can sometimes be used, but they are best avoided by academic writers.
2. Using a contraction as a possessive may be confusing. The best way to avoid the confusion is to avoid using contractions.

**Tip:** The word *its*, a possessive in the English language, does not use an apostrophe to indicate possession.  
 Wrong: The dog has pushed *it’s* water dish to the wall.  
 Correct: The dog has pushed *its* water dish to the wall.

3. When forming possessives, add an apostrophe and the letter ‘s’ to the ends of most words to make them singular possessives.
4. Create plural possessives by adding an apostrophe to the endings of words that were already plural.
5. Most names ending in sibilants or in a silent *s*, *z*, or *x* should now be treated according to the general rule for common nouns.  
 Correct: Lazarus’s home, Achilles Tatius’s supposed conversion, Cambyses’s conquest, Achilles’s fury.
  - a) No exception for the possessives of Moses and Jesus.  
 Correct: Jesus’s tunic, Moses’s staff.  
 As a matter of tradition, however, some authors and publishers may still prefer to use only an apostrophe, not an additional *s*.
  - b) Like compound nouns, names and phrases that form a unit add the possessive to the final element; but the possessive is added to each unit if it really functions independently.

Correct: C. Black III's study of Mark, the king of Judea's authority, Jannes and Jambres's rebellion and James and John's mother.

- c) When the possessive is applied to an italicized title, the ending remains in Roman font.

Correct: the *Iliad*'s themes, motifs, and symbols....<sup>1</sup>

## F. Prepositions

1. Prepositions usually precede their objects.
2. Sentences ending with prepositions are only exceptions. Avoid ending sentences with prepositions.
3. Prepositions used with the relative pronoun *that*, whether actually present in the sentence or merely understood, always follow the object.  
Correct: "This is the moment [that] I've been waiting for."<sup>2</sup>
4. Lists of prepositions can be found in a number of sources. A list of simple and compound prepositions may be found in section 5.170 of *The Chicago Manual of Style*.<sup>3</sup>

**Tip:** When prepositions do not precede their objects, the ending of clauses (especially relative clauses) or sentences with a preposition is acceptable.<sup>4</sup>  
Correct: This pen is not the one that Steve writes with.  
Better: Steve does not write with this pen.

## G. Conjunctions<sup>5</sup>

1. Conjunctions include: *and*, *but*, *so*.
2. Conjunctions are used sparingly to begin sentences.

## H. Capitalization

1. Midwestern requires the capitalization of the words Bible, the various books of the Bible, and Scripture (when used as a synonym for the Bible).
2. Midwestern requires the capitalization of the proper names of persons in the Bible, which includes Jesus, Moses, etc.
3. Midwestern requires the capitalization of the word God when the word is substituted for the name of the God of the Bible or, in general, a being having the traditional attributes of perfect knowledge, power, and goodness.
4. Midwestern requires the capitalization of and use of masculine pronouns when

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<sup>1</sup>Billie Jean Collins, ed., *The SBL Handbook of Style*, 2<sup>nd</sup> edition (Atlanta: SBL Press, 2014), 16-7.

<sup>2</sup>*The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*, 16th ed. (Chicago: Chicago University Press, 2010), 247.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid., 257.

they are used in reference to the God of the Bible, whether one is referencing the Father, the Son (Jesus Christ), the Holy Spirit, or the trinity.

## **I. Abbreviations**

The numerous versions of the Bible may be abbreviated in accordance with the following list:

ARV	American Revised Version
ASV	American Standard Version
AT	American Translation
AV	Authorized (King James) Version
CEV	Contemporary English Version
CSB	Christian Standard Bible
DV	Douay Version
ERV	English Revised Version
ESV	English Standard Version
HCSB	Holman Christian Standard Bible (same as CSB)
JB	Jerusalem Bible
MEV	Modern English Version
NAB	New American Bible
NASB	New American Standard Bible
NEB	New English Bible
NIV	New International Version
NRSV	New Revised Standard Bible
RSV	Revised Standard Version
RV	Revised Version
Vulg.	Vulgate

The books of the Bible may be abbreviated in accordance with the following list:

Old Testament	
Gn	Genesis
Ex	Exodus
Lv	Leviticus
Nm	Numbers
Dt	Deuteronomy
Jo	Joshua
Jgs	Judges
Ru	Ruth
1 Sm	1 Samuel
2 Sm	2 Samuel
1 Kgs	1 Kings
2 Kgs	2 Kings
1 Chr	1 Chronicles
2 Chr	2 Chronicles
Ezr	Ezra

Neh	Nehemiah
Est	Esther
Jb	Job
Ps (plural Pss)	Psalms
Prv	Proverbs
Eccl	Ecclesiastes
Sg	Song of Solomon (Song of Songs)
Is	Isaiah
Jer	Jeremiah
Lam	Lamentations
Ez	Ezekiel
Dn	Daniel
Hos	Hosea
Jl	Joel
Am	Amos
Ob	Obadiah
Jon	Jonah
Mi	Micah
Na	Nahum
Hb	Habbakkuk
Zep	Zephaniah
Hg	Haggai
Zec	Zechariah
Mal	Malachi

#### New Testament

Mt	Matthew
Mk	Mark
Lk	Luke
Jn	John
Acts	Acts of the Apostles
Rom	Romans
1 Cor	1 Corinthians
2 Cor	2 Corinthians
Gal	Galatians
Eph	Ephesians
Phil	Philippians
Col	Colossians
1 Thes	1 Thessalonians
2 Thes	2 Thessalonians
1 Tm	1 Timothy
2 Tm	2 Timothy
Ti	Titus
Phlm	Philemon
Heb	Hebrews
Jas	James

1 Pt	1 Peter
2 Pt	2 Peter
1 Jn	1 John
2 Jn	2 John
3 Jn	3 John
Jude	Jude
Rv	Revelation (Apocalypse)

The following alphabetized list of abbreviations and designations may be used for the books of the Apocrypha:

Bar	Baruch
Bel and Dragon	Bel and the Dragon
Ecclus or Sir	Ecclesiasticus (Sirach)
1 Esd	1 Esdras
2 Esd	2 Esdras
Jdt	Judith
1 Mc	1 Maccabees
2 Mc	2 Maccabees
Pr. of Man.	Prayer of Manasses (Manasseh)
Song of Three Children	Song of the Three Holy Children
Sus	Susannah
Tb	Tobit
Ws	Wisdom of Solomon
	Additions to Esther (Rest of Esther)

The following abbreviations are for texts from the Judean Desert:

apGen	Genesis Apocryphon
apocr	apocryphon
D	Damascus Document
DibHam	Dibre Hame'orot (Words of the Luminaries)
DM	Dibre Moshe (Words of Moses)
En	Enoch
Enastr	Enoch, astronomical books
EnGiants	Enoch, Giants
EpJer	Epistle of Jeremiah
Flor	Florilegium
H(od)	Hodayot (Thanksgiving Scroll)
Hym/Pr	Hymns or Prayers
Hym/Sap	Sapiential or Hymnic fragments
JN	Jerusalem nouvelle (New Jerusalem)
Lit	Liturgy
M	Milhamah (War Scroll)
Mez	Mezuza
MMT	Miqsat Ma'ase ha-Torah (Some of the Torah)

	Observations)
MSM	Midrash Sefer Moshe
Myst	Mysteries
NJ	New Jerusalem
Ord	Ordinances
P	peshet
par	paraphrase
Phyl	Phylactery
ps	pseudo-
Pr	Prayer(s)
RitMar	Rituel de mariage
RitPur	Rituel de purification
RP	Reworked Pentateuch (olim PP, Pentateuchal Paraphrase)
S	Serekh ha-Yahad (Manual of Discipline)
Sap	sapiential
ShirShabb	Shirot 'Olat Hashabbat (Songs of the Sabbath Sacrifice)
T	Temple Scroll
Tanh	Tanhumum
Test	Testimonia
tg	targum
TLevi	Testament of Levi
TNaph	Testament of Naphtali
Unid.	Unidentified

The following list is a list of general abbreviations used by Biblical scholars:

ABMC	Ancient Biblical Manuscript Center, Claremont, California
ap	apocryphon
ar	Aramaic
arab	Arabic
bdl	bundle
BA	Babatha archive
BK	Bar Kokhba
BNP	Bibliothèque nationale de Paris
BT	Baillet
C	Cross
CNRS	Centre National de la Recherche Scientifique
col.	Column
co	the whole Coptic
cpa	Christian Palestinian Aramaic
cr(ypt)	cryptic
DAJ	Department of Antiquities of Jordan
E(B)	Ecole Biblique

EG	Ein Gedi
frag.	fragment
G	Department of Antiquities of Jordan (purchased by the government)
gr	Greek
H	Hunzinger
Hev	Nahal Hever
IAA	Israel Antiquities Authority
IDAM	Israel Department of Antiquities and Museums (now the IAA)
inv.	museum inventory number
ir	infrared
J	Palestine Archaeological Museum, Jerusalem
JWS	Jerusalem West Semitic Project
Kh.	Khirbet
lat	Latin
LB	Late Bronze Age
loc.	locus, loci
M	Milik
Mas	Masada
MB	Middle Bronze Age
ms	manuscript
nab	Nabatean
ostr	ostrakon
paleo	Paleo-Hebrew
PAM	Palestine Archaeological Museum
pap	papyrus
Q	Qumran
r	recto
SBL	Society of Biblical Literature
Se	Seiyal
SHR	Shrine of the Book, Israel Museum, Jerusalem
SL	Strugnell
SN	Skehan
SY	Starcky
T	McCormick Theological Seminary
uv	ultraviolet
V	Vatican library
v	verso
v.	verse (as in a singular Bible verse)
vs.	versus
vv.	verses (as in plural Bible verses)

## I11. Punctuation and Order of Punctuation

NOTE: Punctuation marks channel the flow of a sentence, much like the natural features of a riverbank channel water. Periods, commas, exclamation points, and question marks, belong inside of double quotation marks, whereas semi-colons and colons belong outside of double quotation marks. When the title of an article in quotation marks is used at the beginning of a sentence and that title ends with a question mark or an exclamation point, but does not conclude the sentence, one may use a comma between the question mark or exclamation point and the closing double quotation marks before proceeding with the rest of the sentence. Punctuation marks belong outside of single quotation marks.

### A. Commas<sup>6</sup>

1. Commas should enhance the fluid reading of the text. They should *not* interrupt the flow in reading but should be used where the reader might not otherwise understand the text correctly in one pass.<sup>7</sup>
2. A comma should appear before a coordinating conjunction that joins longer independent clauses.<sup>8</sup>

**Tip:** A comma may separate three or more items in a series, with a comma placed prior to the conjunction that joins the final item in the series to the other items in the series, otherwise known as the Oxford Comma.<sup>9</sup>  
Correct: The pastor, the deacons, and the members of the church were all praying for Ted's recovery from surgery.

**Tip:** Sentences that begin with an introductory grouping of words, in which more than a few words are used, need to have this introduction followed by a comma.  
Correct: To John, Joe's silence was a mystery.

3. Commas are used to express dates.  
Correct: June 10, 2015.
4. Commas may also be used to promote clarity, as in the case of setting off a clarifying comment.

**Tip:** The clarifying comment should be followed by a comma.  
Correct: The book of Jude, one of the last books to be found in the Bible, is believed to have been written by a half-brother of Jesus.

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<sup>6</sup>Gentry Sutton, *The Ultimate Comma Guide: A Reference and a Textbook* (Dubuque: Kendall Hunt Publishing Company, 2015), 162.

<sup>7</sup>Collins, *The SBL Handbook*, 2<sup>nd</sup> edition, 13.

<sup>8</sup>Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8<sup>th</sup> edition, 295.

<sup>9</sup>Ibid., 296.



## B. Semi-Colons

1. Semi colons most often occur when joining two independent clauses where a conjunction is not used.

**Tip:** Independent clauses are capable of existing as free-standing sentences, so using a semi-colon between them is designed to cue the reader to the existence of a close relationship between the information in the two independent clauses.  
Correct: Lot's move to Sodom was certainly questionable; it cost him greatly.

2. Semi-colons occur before words like *however* and *therefore*, as well as other words that may be used to signal transition between two independent clauses.  
Correct: Some young children love to sing; however, some children enjoy drawing more than singing.
3. Semi-colons may be used in a series of items having other internal punctuation to separate the items from one another.  
Correct: Blue indicates Chicago with 16 citations; Purple, indicates Turabian with 8 citations; Red, indicates SBL with 5 citations.
4. Semi-colons are used to separate citations to more than one source and in titles.<sup>10</sup>  
Correct:  
Last Name of author, First Name of Author. *Book Title: Subtitle*. City of First Publisher: Name of Publisher; City of Second Publisher: Name of Publisher, YYYY.

## C. Colons<sup>11</sup>

1. Colons are presentation devices. They tell the reader, "Look here now: I'm going to show you something." An example would be: "After much careful deliberation, the committee decided: do nothing."

**Tip:** A colon should follow only a complete independent clause; often an introductory element.  
Correct: The following list of objectives and indicators will be met:

2. A test for indicating whether a colon is needed before a group of words or a list following the intended position of the colon is to ask whether the words preceding the intended placement of the colon constitute a grammatically complete sentence.<sup>12</sup>

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<sup>10</sup>Turabian, *A Manual for Writers*, 8<sup>th</sup> edition, 299-300.

<sup>11</sup>Ibid., 300.

<sup>12</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 328.

3. Colons are commonly used in titles of books to separate the title from the subtitle.
4. Colons are used to introduce block quotes.<sup>13</sup>
5. Block quotations should be used when quoting five or more lines. Quotation marks are not used with block quotations.

#### D. Exclamation Points

1. Avoid using exclamation points in academic writing.
2. The only exception is in quoted material or as part of a title.<sup>14</sup>

#### E. Question Marks<sup>15</sup>

1. When used as terminal punctuation, a period should not follow a question mark.
2. Question marks may also follow after a clause phrased as a question and included as part of a sentence.
3. Questions may be re-phrased as declarative statements.

#### F. Periods<sup>16</sup>

1. Most often, a period is to be found as the terminus of a declarative or an imperative sentence, but a period may follow a word or even a phrase that is standing alone.
2. “A period can also end a sentence fragment, if the context makes its rhetorical function clear, but this usage is rare in academic writing.”<sup>17</sup>  
[The sentence above demonstrates proper placement of a period within the double quotation marks when quoting an author]
3. A period can be used at the end of items in a vertical list when items are phrased in complete sentences.
4. Periods are used in abbreviations and web addresses.
5. Periods are used as ellipses, which consist of three evenly spaced periods to signify that material has been omitted from a quotation. A space should precede the ellipses and a space should follow the ellipses. In quoted material, when ellipses are used immediately following a sentence to link another statement or part of a statement to the preceding sentence as a single quotation, the observer should note that the period will follow the last word of the sentence with no space between the period and the last word and that the

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<sup>13</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 328.

<sup>14</sup>Turabian, *A Manual for Writers*, 8<sup>th</sup> edition, 301.

<sup>15</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 328-30.

<sup>16</sup>Turabian, *A Manual for Writers*, 8<sup>th</sup> edition, 294.

<sup>17</sup>*Ibid.*

ellipses (three evenly spaced periods) will follow the period at the end of the sentence, so that four periods or dots are present in such circumstances.

**Tip:** Use the pre-composed ellipsis character (option + on a standard Macintosh keyboard; CTRL+ALT+. or ALT 0133 on a Windows-based computer) rather than three typed periods.<sup>18</sup>

6. While not required, periods or dots may be used as leaders in a table of CONTENTS.

#### G. Quotation Marks

1. Use single quotation marks to surround a word when seeking to emphasize the Word in English. The definition of the word should also be used with single quotation marks.
2. Neither Hebrew nor Greek words, whether transliterated or not, should appear in single or double quotation marks. The fact that they are being referred to would be clear from the fact that they use different letter characters.
3. Block quotations are not placed inside of quotation marks.

#### H. Parentheses (including their use for parenthetical citations)

1. Parentheses isolate material from the surrounding text.
2. Parentheses may be used to isolate numbers or letters on lists or outlines.
3. For counseling courses only, one may use the APA standards, which call for using parenthetical citations instead of footnotes.  
Correct: “. . . end of sentence” (Author’s last name, XXX). [Note that the period follows the closing parenthesis]
4. For more information dealing with permitted use of parenthetical citations, see page 56 of this manual.  
[In all cases, parenthetical citations follow closing quotation marks]

#### I. Brackets

1. Square brackets, [ ], are used in scholarly writing mostly for the purpose of indicating that the material enclosed within them was added by someone other than the original author.
2. The use of brackets in place of parentheses is preferred in parenthetical statements that have a need for an inner set of parentheses.<sup>19</sup>
3. Specific ways to use brackets include the following:
  - a) In quoted material when adding someone else’s words to a quote.
  - b) To enclose editorial interpolations, explanations, translations of foreign terms, or corrections.

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<sup>18</sup>Collins, *The SBL Handbook*, 2<sup>nd</sup> edition, 15.

<sup>19</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 337.

- c) Sometimes bracketed material replaces rather than amplifies the original word or words.<sup>20</sup>
- d) In a translated work, square brackets are sometimes used to enclose a word or phrase in the original language to avoid confusion (use sparingly).
- e) In bibliographical information use brackets as a substitute for a set of parentheses inside parentheses in order to avoid confusion.<sup>21</sup>
- f) Angle brackets < > are sometimes used instead of brackets in textual studies to indicate missing or illegible material.<sup>22</sup>

#### J. Braces

- 1. Braces, { }, often called curly brackets, are used for enclosing data and are used in various ways in certain programming languages.
- 2. They are also used in mathematical and other specialized writing (see examples, *The Chicago Manual of Style*, 12.28).
- 3. Braces are not interchangeable with parentheses or brackets.<sup>23</sup>
- 4. Additional symbols are useful when citing or discussing ancient texts.
  - a) Provide a list of symbols in the front matter when using multiple symbols.<sup>24</sup>
  - b) When using only one or two symbols in a paper or report, explain the usage within parentheses in the text or as substantive notes.<sup>25</sup>

#### K. Slashes

- 1. The slash has a variety of names: virgule, solidus, slant, or forward slash (distinguishing it from the backward slash or backslash, which has various uses of its own).
- 2. Uses of slashes include:
  - a) Signify alternatives such as *and/or*.
  - b) Replace a dash in dates or indicate the last part of one year and the first part of the next year.
  - c) CAUTION: Avoid using the slash in all number dates (06/11/15) in formal writing; use the ISO standard date format (YYYY-MM-DD).<sup>26</sup>

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<sup>20</sup> *The Chicago Manual of Style*, 16<sup>th</sup> edition, 337

<sup>21</sup> *Ibid.*, 338.

<sup>22</sup> *Ibid.*, 339.

<sup>23</sup> *Ibid.*, 339.

<sup>24</sup> Collins, *The SBL Handbook*, 2<sup>nd</sup> edition, 67.

<sup>25</sup> Substantive notes offer explanation or further explanations of material that, if included in the body of the text, would have interrupted the flow of thought.

<sup>26</sup> *The Chicago Manual of Style*, 16<sup>th</sup> edition, 340.

3. Never use spaces in URLs. Line breaks may occur prior to a slash but they should never occur between slashes.<sup>27</sup>

L. Numbers

1. The general rule is to spell out numbers one through one hundred.
2. If a number has two words, use a hyphen (forty-six).
3. Spell out round numbers followed by hundred, thousand, and so on (four million).
4. Use numerals in percentages with the word *percent* spelled out.

M. Dates

1. Dates are to be expressed in terms of BC and AD.
2. Dates are not to be expressed in terms of BCE (Before the Common Era) or CE (Common Era).

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<sup>27</sup> *The Chicago Manual of Style*, 16<sup>th</sup> edition, 341.

#### IV. Components or Pieces of Papers and Dissertations

<b>A. Course and Seminar Papers</b> Research Papers • Term Papers • Book Critiques • Reaction Papers • Reflection Papers		
	<b>Component</b>	<b>Description</b>
<b>Front Matter</b>	Title Page	1. One inch margin on all sides. [Samples in this manual differ here by having 1.5 inch left margin.] 2. First line is two inches from top edge of page 3. No page number on title page 4. <b>Do not include the Title Page in pagination.</b> The first page of the body of a paper should be page 1. 5. See samples on pages 19-21.
	Contents	Longer papers only
	List of Illustrations	Only if needed.
	List of Tables	Only if needed. See samples on pages 60 and 61.
	Glossary	Only if needed
<b>Text or Body of the Paper</b>		Footnotes when appropriate
<b>Back Matter</b>	Appendix	Only if needed
	Bibliography	Usually essential

## **B. Sample Title Pages for Course Papers**

MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

*TITLE OF BOOK: SUBTITLE OF BOOK*

A REACTION PAPER  
SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE COURSE  
A-BC 0000 NAME OF COURSE

BY  
NAME OF STUDENT

KANSAS CITY, MISSOURI

MONTH 00, 2XXX



MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

SAMPLE TITLE PAGE FOR A REPORT

A REPORT  
SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE COURSE  
A-BC 0000 NAME OF COURSE

BY  
NAME OF STUDENT

KANSAS CITY, MISSOURI

MONTH 00, 2XXX

MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

*TITLE OF BOOK: SUBTITLE OF BOOK*

A BOOK REVIEW

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE COURSE  
A-BC 0000 NAME OF COURSE

BY

NAME OF STUDENT

KANSAS CITY, MISSOURI

MONTH 00, 2XXX

<b>C. Dissertations</b>		
	<b>Component</b>	<b>Description</b>
	Approval Page	<ol style="list-style-type: none"> <li>1. Provided by the seminary not the author.</li> <li>2. Contains no pagination and not included in page count.</li> <li>3. Not included in Contents Page.</li> </ol>
<b>Front Matter</b>	Title Page	<ol style="list-style-type: none"> <li>1. Required</li> <li>2. Use the same margins as the rest of the dissertation (See page 1, Margins).</li> <li>3. First line is two inches from top edge of page.</li> <li>4. Include the Title Page in the Front Matter pagination as page i, but do not put a page number on the page.</li> <li>5. Sample on page 29.</li> </ol>
	Copyright Page	<ol style="list-style-type: none"> <li>1. Required</li> <li>2. Include the Copyright Page in the Front Matter pagination as page ii, but do not put a page number on the page.</li> <li>3. The dissertation copyright belongs to the author.</li> <li>4. See the Copyright Page of this manual for a sample.</li> <li>5. Not included in Contents Page.</li> </ol>
	Dedication	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. No heading or page number but include it in the Front Matter pagination.</li> <li>3. Place the Dedication approximately one third of the way down, centered, using Roman typeface with no terminal punctuation.</li> <li>4. Brief</li> <li>5. See the Dedication page of this manual for a sample.</li> <li>6. Not included on Contents Page.</li> </ol>
	Epigraph	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. No heading or page number, but include it in the Front Matter pagination.</li> </ol>

		<ol style="list-style-type: none"> <li>3. The epigraph is a direct quotation placed approximately one-third of the way down from the top of the page.</li> <li>4. No quotation marks.</li> <li>5. Centered as a block quotation with the source preceded by an em dash immediately following the quote.</li> <li>6. Not included in Contents Page.</li> </ol>
<b>Front Matter</b>	Contents	<ol style="list-style-type: none"> <li>1. Required</li> <li>2. The first piece of the Front Matter that has a heading at the top of the page.</li> <li>3. The first Front Matter piece to have a page number on it which is a continuation of the Front Matter pagination.</li> <li>4. The page number is in lower case Roman numeral.</li> <li>5. Title of page (CONTENTS) in all caps.</li> <li>6. All headings and chapter designations at the tops of chapters (all caps) and all first level subheads (cap/lower case) are included in the Contents page.</li> <li>7. Sample on page 31.</li> </ol>
	(Lists of) Tables, Figures, and Illustrations	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. The page number in lower case Roman numeral.</li> <li>3. Information and samples on pages 59-61.</li> <li>4. Optional inclusion in Contents Page.</li> <li>5. Heading must be in all capital letters.</li> </ol>
	Preface	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. Double-space.</li> <li>3. The page number in lower case Roman numeral.</li> <li>4. Title of page (PREFACE) in all caps.</li> <li>5. Sample on page v in this manual.</li> <li>6. Optional inclusion in Contents Page.</li> </ol>
	Acknowledgments	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. Double-space</li> <li>3. The page number in lower case Roman numeral.</li> <li>4. Title of page (ACKNOWLEDGMENTS) in all caps.</li> </ol>

		<ol style="list-style-type: none"> <li>Only include individuals who have made significant contributions to the dissertation project/research.</li> <li>Optional inclusion in Contents Page.</li> </ol>
	Abbreviations	<ol style="list-style-type: none"> <li>Optional</li> <li>Double-space</li> <li>The page number in lower case Roman numeral.</li> <li>Title of page (ABBREVIATIONS) in all caps.</li> <li>Include the Abbreviations page if using a high number of abbreviations.</li> <li>Optional inclusion in Contents Page.</li> </ol>
	Glossary	<ol style="list-style-type: none"> <li>Optional</li> <li>Double-space</li> <li>Place the page number in lower case Roman numeral.</li> <li>Place the title of page (GLOSSARY) in all caps.</li> <li>Include the Glossary in the Front Matter if readers need to know key definitions before reading the dissertation.</li> <li>The Glossary may be placed in the Back Matter.</li> <li>Optional use on the Contents Page.</li> </ol>
	Editorial or Research Method	<ol style="list-style-type: none"> <li>PhD dissertations only</li> <li>Double-space</li> <li>The page number in lower case Roman numeral.</li> <li>Title of page in all caps.</li> <li>Use only when an extensive discussion of the research method is needed.</li> <li>An alternative is to briefly explain the method in the preface.</li> <li>Optional use on the Contents Page.</li> </ol>
	Abstract	<ol style="list-style-type: none"> <li>Required</li> <li>Number of Words varies by degree</li> <li>Double-space</li> <li>The page number in lower case Roman Numerals.</li> <li>Instructions for preparing the Abstract are located in the Dissertation Guides.</li> <li>Include the abstract on the Contents page.</li> </ol>

<b>Body or Text</b>	Introduction	<ol style="list-style-type: none"> <li>1. Pro Doc - part of Chapter 1</li> <li>2. PhD dissertations: Part of Chapter 1</li> <li>3. Counseling – All of Chapter 1</li> <li>4. Introduces the entire dissertation.</li> <li>5. Optional use on the Contents Page.</li> </ol>
	Parts	<ol style="list-style-type: none"> <li>1. Large subsections having more than one chapter in each PART.</li> <li>2. A title page precedes the first chapter in each PART.</li> <li>3. The first part-title page follows the Introduction if the introduction is not Chapter 1. The first part-title page should precede Chapter 1.</li> <li>4. Count the part-title pages in pagination, but do not put a page number on these pages.</li> <li>5. Be consistent in formatting the part-title pages.</li> <li>6. See Turabian, A.2.2.2. for formatting options.</li> <li>7. Include the Part-title pages on the Contents Page.</li> </ol>
	Chapters	<ol style="list-style-type: none"> <li>1. MBTS dissertations are to have a specified number of CHAPTERS, determined by the type of dissertation. See the respective program-specific MBTS Dissertation Guide for more details.</li> <li>2. Place the CHAPTER heading one inch from the top of the page in all capital letters. Place the chapter title (in all capital letters) below the heading, with one blank line between the heading and the title.</li> <li>3. Center all page numbers at the bottom of each page.</li> <li>4. All page numbers are to be Arabic numerals.</li> <li>5. Indent the first lines of paragraphs one tab from the left margin.</li> <li>6. Indent block quotations one tab from the left margin.</li> <li>7. Include each chapter title on the Contents Page.</li> </ol>
	Tables and Figures	Place TABLES and FIGURES with related text.

	Conclusion	<ol style="list-style-type: none"> <li>1. DMin/DEdMin: Conclude the entire dissertation at the end of Chapter 6.</li> <li>2. PhD dissertations: Last Chapter is summary and conclusion.</li> <li>3. Counseling dissertations: Last Chapter is summary and conclusion.</li> <li>4. When used as a chapter, include it on the Contents Page.</li> </ol>
<b>Back Matter</b>	Illustrations	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. Place here or in the Front Matter.</li> <li>3. Information on page 59.</li> <li>4. Optional use on the Contents Page.</li> </ol>
	Appendix	<ol style="list-style-type: none"> <li>1. Set each appendix in the same format used with chapters.</li> <li>2. Place the title of each appendix at the top of the first page with the first line in the same format as chapter titles: Appendix A. Double space. Title of the appendix.</li> <li>3. Include the appendices separately on the Contents page in the same format as chapter titles.</li> <li>4. Optional use on Contents Page.</li> </ol>
	Glossary	<ol style="list-style-type: none"> <li>1. Optional</li> <li>2. May be located in the Front Matter.</li> <li>3. Best to place in the Back Matter if lengthy.</li> <li>4. Include in the Contents Page.</li> </ol>
	Bibliography	<ol style="list-style-type: none"> <li>1. Required</li> <li>2. Include in Contents Page.</li> </ol>
	Vita	<ol style="list-style-type: none"> <li>1. Required</li> <li>2. Include in Contents Page.</li> <li>3. Final page of the dissertation.</li> </ol>

## **D. Sample Dissertation Title Page**



MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

TITLE OF THE DISSERTATION

A DISSERTATION SUBMITTED TO THE  
FACULTY OF MIDWESTERN BAPTIST THEOLOGICAL SEMINARY  
IN CANDIDACY FOR THE DEGREE OF  
REPLACE THIS LINE WITH THE NAME OF THE DEGREE BEING SOUGHT

OFFICE OF DOCTORAL STUDIES

BY  
NAME OF STUDENT

KANSAS CITY, MISSOURI

MONTH 2XXX

## **E. Sample Contents Page**

## CONTENTS

CHAPTER 1 DEFINING THE OPPORTUNITY	1
<b>First Level Subhead</b>	<b>2</b>
CHAPTER 2 BIBLICAL RATIONALE	21
<b>First Level Subhead</b>	<b>22</b>
CHAPTER 3 HISTORY OF PRACTICE	48
<b>First Level Subhead</b>	<b>48</b>
CHAPTER 4 IMPLEMENTATION PLAN	69
<b>First Level Subhead</b>	<b>69</b>
CHAPTER 5 PROJECT REPORT	86
<b>First Level Subhead</b>	<b>86</b>
CHAPTER 6 PROJECT ANALYSIS	99
<b>First Level Subhead</b>	<b>99</b>
APPENDIX 1 TITLE	128
APPENDIX 2 TITLE	129
BIBLIOGRAPHY	130

## V. Citations (Footnotes and Bibliography)

### A. Creating Footnotes

1. Two types of footnotes:
  - a) Source notes
  - b) Substantive notes (also known as Content notes)
    - 1) May include additional information that would have interrupted the thought of the text.
    - 2) May invite comparison, as when cf. is used in a footnote. Cf. is short for “confer” or “see by way of comparison” and should not be used in place of the more simple “see.” “See” and cf. are not italicized in notes.<sup>28</sup>

NOTE: MBTS style does not use endnotes.
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2. Two types of separators (line placed above the first footnote on a page):
  - a) Typical separator is 22 spaces.
  - b) Continuation separators indicate a footnote extends to the next page or some of the items cited in one or more of the footnotes at the bottom of a specific page are actually in the text on the previous page. A Continuation separator extends from the left margin to the right margin on a page so that its appearance is that of a long line.
3. First line of each entry is indented one tab with remaining lines flush left margin.
4. Place one blank line between footnotes.
5. Begin numbering anew with each chapter.
6. Number footnotes consecutively within chapters.
7. Footnotes, including the superscripted numbers, must be in the same font and type size as the font used in the text (Times New Roman, size 12 point). Word programs may reduce the type size to 10 point. Correct the type size to 12 point. See the footnote numbers in the body and footer of this page.
8. Place book titles in italics.
9. Place dissertation titles in quotation marks.
10. The year of publication is to be four digits and enclosed in the parentheses with other facts of publication.
11. Page numbers are to the right of the parentheses and are the concluding element.
12. End each footnote with a period.
13. Ibid. should never be the first or only footnote on a page. Ibid. is short for the Latin term *ibidem* and means “in the same place.” As it is an abbreviation, it is always followed by a period. When it starts a footnote or a sentence, it is capitalized. It is never italicized. When an immediately subsequent footnote uses the same source as previous, “Ibid.” should be used. When the second footnote references a different page in the same source, “Ibid.” should follow with a comma, space, the page number, and a period, “Ibid., 27.”

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<sup>28</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 671.

14. Use the short form for citing sources previously cited, unless citing the exact source just below its previous citation, the one case where Ibid may be used properly. See the short form footnotes at the bottoms of pages in this manual as samples of short form footnotes. Include as much information as is needed to differentiate between two sources in the same paper by the same author.
15. Internet Sources
  - a) Place internet sources in black (remove the blue lettering) and remove the underlining. See pages 39-40 for more on citing internet sources.
  - b) Do not include access dates or dates posted or modified.<sup>29</sup>

#### B. Creating Bibliographical Entries

1. End each entry with a period.
2. Double space between entries.
3. Single space the entry itself.
4. First line of each entry is flush left margin – indent remaining lines one tab.
5. List entries alphabetically by last name of author.
6. Internet Sources
  - a) Place internet sources in black (remove the blue lettering) and remove the underlining. Go to page 51-52 for more information on citing internet sources.
  - b) Do not include access dates or dates posted or modified.

#### **Tip: Constructing an Underscore indicating the repeated use of an author.**

When the author for a footnote or a bibliographic entry is also the author for the previous source, **use an underscore** six characters in length to replace the author's name in the subsequent (new) entry. *This method replaces our older 3-em dash method in our manual's first edition.*

\_\_\_\_\_. Six spaces, followed by a period is our required length.

#### C. Sample Footnotes and Bibliographical Entries

##### **NOTE:**

- The footnotes and bibliography actually used in the citing of sources for this manual are compliant with Midwestern Style.
- The following samples are also intended to help students construct footnotes and bibliographical entries for a variety of sources that are used at a theological seminary.
- The word **with** is used to indicate the need for additional information, such as last names. The word **with** does not appear in actual footnotes and bibliographical entries.
- The letters **XX** are used to indicate page numbers.
- For each of the following samples, the footnote precedes the bibliographic entry. Specific examples follow most of the templates.

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<sup>29</sup>Collins, *The SBL Handbook*, 2<sup>nd</sup> edition, 84.

## ALPHABETIZED CITATION TEMPLATES WITH PAGE NUMBERS

- A Book with an Author, Editor, and Translator – Specific Example (39)
- A Book with an Author, Editor, and Translator – Template (39)
- A Book with an Edition Number – Specific Example (38)
- A Book with an Edition Number – Template (38)
- A Book with Multiple Editors – Specific Example (39)
- A Book with Multiple Editors – Template (38)
- A Book with Multiple Publishers – Specific Example (42)
- A Book with Multiple Publishers – Template (42)
- Article in an Edited Book or Volume – Specific Example (40)
- Article in an Edited Book or Volume – Template (40)
- Article in a Festschrift – Specific Example (40)
- Article in a Festschrift – Template (40)
- Author of a Chapter in a Book with an Editor – Specific Example (38)
- Author of a Chapter in a Book with an Editor – Template (38)
- Author or Authors with Editor – Specific Example (37)
- Author or Authors with Editor – Template (36)
- Author with Translator – Specific Example (37)
- Author with Translator – Template (37)
- Book Review in a Journal – Specific Example (45)
- Book Review in a Journal – Template (45)
- Book Review in Other Publications – Specific Example (45)
- Book Review in Other Publications – Template (45)
- Chapel Sermon (50)
- Class Papers – Specific Example (49)
- Class Papers – Template (48)
- Class Notes – Specific Example (49)
- Class Notes – Template (49)
- Citing Bible References (52)
- Citing Classical, Medieval, or Early English Literary Works (53)
- Citing Manuscript Collections (54)
  - Manuscript Collection – Specific Example (54)
- Citing the Ante-Nicene Fathers (54)
- Commentary with Author's Name – Specific Example (43)
- Commentary with Author's Name – Template (43)
- Commentary with Editor's Name – Specific Example (44)
- Commentary with Editor's Name – Template (43)
- Concordance – Specific Example (44)
- Concordance – Template (44)
- Dictionaries and Encyclopedias – Templates (46)
  - Theological Dictionary – Specific Example (47)
  - Theological Dictionary – Template (47)
  - Well-Known Bible Dictionary – Specific Example (46)
  - Well-Known Bible Dictionary – Template (46)

## Dissertations

- DCoun Dissertation (48)
- DEdMin Dissertation (48)
- DMin Dissertation – Specific Example (48)
- DMin Dissertation – Template (48)
- PhD Dissertation – Specific Example (47)
- PhD Dissertation – Template (47)
- Edition of a Book Revised and Enlarged by its Original Author – Specific Example (39)
- Edition of a Book Revised and Enlarged by its Original Author – Template (39)
- Electronic Books (51)
- Interview Conducted by the Author of the Paper or Dissertation (50)
- Item in an Anthology – Specific Example (41)
- Item in an Anthology – Template (41)
- Journal – Specific Example (44)
- Journal – Template (44)
- Lecture Notes – Specific Example (49)
- Lecture Notes – Template (49)
- Live Performances (51)
- Multivolume Work – Specific Example (42)
- Multivolume Work – Template (42)
- Musical Scores (50)
- Online Database (51)
- Part of a Series – Specific Example (43)
- Part of a Series – Template (43)
- Preface or Foreword Written by a Person Other Than the Author of the Book (41)
  - Specific Example (42)
  - Template (41)
- Single Author Book – Specific Example (36)
- Single Author Book – Template (36)
- Single Editor Book – Specific Example (36)
- Single Editor Book – Template (36)
- Syllabus – Specific Example (50)
- Syllabus – Template (50)
- Two Authors – Specific Example (37)
- Two Authors – Template (37)
- Videos and Podcasts (51)
- Websites and Blogs (52)

## 1. Books in General

### Single Author Book – Template

<sup>1</sup>First Name of Author **with** Last Name of Author, *Book Title: Subtitle* (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. City Where Published: Name of Publisher, YYYY.

### Single Author Book – Specific Example

<sup>1</sup>Lewis Drummond, *Miss Bertha: Woman of Revival* (Nashville: Broadman & Holman, 1996), 120.

Drummond, Lewis. *Miss Bertha: Woman of Revival*. Nashville: Broadman & Holman, 1996.

### Single Editor Book – Template

<sup>2</sup>First Name of Editor **with** Last Name of Editor, ed., *Book Title: Subtitle* (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Editor, First Name of Editor, ed. *Book Title: Subtitle*. City Where Published: Name of Publisher, YYYY.

### Single Editor Book – Specific Example

<sup>2</sup>Jeffrey H. Tigay, ed., *Empirical Model for Biblical Criticism* (Philadelphia: University of Pennsylvania Press, 1985), 35.

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

### Author or Authors with Editor – Template

<sup>3</sup>First Name of Author **with** Last Name of Author, *Book Title: Subtitle*, ed. Editor's First Name **with** Last Name (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. Edited by First Name of Editor **with** Last Name of Editor. City Where Published: Name of Publisher, YYYY.



### Author or Authors with Editor – Specific Example

<sup>3</sup>Edward Schillebeeckx, *The Schillebeeckx Reader*, ed. Robert J. Schreiter (Edinburgh: T&T Clark, 1986), 12.

Schillebeeckx, Edward. *The Schillebeeckx Reader*. Edited by Robert J. Schreiter. Edinburgh: T&T Clark, 1986.

### Two Authors<sup>30</sup>– Template

<sup>4</sup>First Name of First Author **with** Last Name of First Author and First Name of Second Author **with** Last Name of Second Author, *Book Title: Subtitle* (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of First Author, First Name of First Author and First Name of Second Author **with** Last Name of Second Author. *Book Title: Subtitle*. City Where Published: Name of Publisher, YYYY.

### Two Authors – Specific Example

<sup>4</sup>Bruce Malina and Jerome H. Neyrey, *Portraits of Paul: An Archaeology of Ancient Personality* (Louisville: John Knox, 1996).

Malina, Bruce and Jerome H. Neyrey. *Portraits of Paul: An Archaeology of Ancient Personality*. Louisville: John Knox, 1996.

### Author with Translator – Template

<sup>5</sup>First Name of Author **with** Last Name of Author, *Book Title: Subtitle*, trans. Translator's First Name **with** Last Name (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. Translated by First Name of Translator **with** Last Name of Translator. City Where Published: Name of Publisher, YYYY.

### Author with Translator – Specific Example

<sup>5</sup>Wilhelm Egger, *How to Read the New Testament: An Introduction to Linguistic and Historical-Critical Methodology*, trans. Peter Heinegg (Peabody, MA: Hendrickson, 1996), 28.

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<sup>30</sup>Note: With multiple authors, editors, or translators, a conjunction (and) is needed between the names of the last two authors, editors, or translators listed, or between the two authors, editors, or translators listed.

Egger, Wilhelm. *How to Read the New Testament: An Introduction to Linguistic and Historical-Critical Methodology*. Translated by Peter Heinegg. Peabody, MA: Hendrickson, 1996.

### **A Book with an Edition Number – Template**

<sup>6</sup>First Name of Author **with** Last Name of Author, *Book Title: Subtitle*, X ed. (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. X edition. City Where Published: Name of Publisher, YYYY.

### **A Book with an Edition Number – Specific Example**

<sup>6</sup>Kenneth Scott Latourette, *A History of the Expansion of Christianity*, vol. 3 *Three Centuries of Advance* (Grand Rapids: Zondervan, 1970), 15.

Latourette, Kenneth Scott. *A History of the Expansion of Christianity*, vol. 3, *Three Centuries of Advance*. Grand Rapids: Zondervan, 1970.

### **Author of a Chapter in a Book with an Editor – Template**

<sup>7</sup>First Name of Chapter Author **with** Last Name, “Chapter Title: Chapter Subtitle,” in *Book Title: Subtitle*, ed. Editor’s first name **with** Last Name (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Chapter Author, First Name of Chapter Author. “Chapter Title: Subtitle.” In *Book Title: Subtitle*, edited by First Name of Editor **with** Last Name of Editor, XX-XX. City Where Published: Name of Publisher, YYYY.

### **Author of a Chapter in a Book with an Editor – Specific Example**

<sup>7</sup>Ray Summers, “Christian Stewardship in the Light of Redemption,” in *Resource Unlimited*, ed. William L. Hendricks (Nashville: Stewardship Commission of the Southern Baptist Convention, 1972), 21-36.

Summers, Ray. “Christian Stewardship in Light of Redemption.” In *Resource Unlimited*, edited by William L. Hendricks, 21-26. Nashville: Stewardship Commission of the Southern Baptist Convention, 1972.

### **A Book with Multiple Editors – Template**

<sup>8</sup>First Name of Main Editor **with** Last Name, et al., eds., *Book Title: Subtitle*. X ed. (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Main Editor, First Name, First Name of 2<sup>nd</sup> Editor **with** Last Name, First Name of 3<sup>rd</sup> Editor **with** Last Name, and First Name of 4<sup>th</sup> Editor **with** Last Name, eds. *Book Title: Subtitle*. X ed. City Where Published: Name of Publisher, YYYY.

#### **A Book with Multiple Editors – Specific Example**

<sup>8</sup>Anne-Maria Makhulu, Beth A. Buggenhagen, and Stephen Jackson, eds., *Hard Work, Hard Times: Global Volatility and African Subjectivities* (Berkeley: University of California Press, 2010), 9-12.

Makhulu, Anne-Maria, Beth A. Buggenhagen, and Stephen Jackson, eds. *Hard Work, Hard Times: Global Volatility and African Subjectivities*. Berkeley: University of California Press, 2010.

#### **A Book with an Author, Editor, and Translator – Template**

<sup>9</sup>First Name of Author **with** Last Name, *Book Title: Subtitle*, ed. First Name of Editor **with** Last Name, trans. First Name of Translator **with** Last Name (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. Edited by First Name of Editor **with** Last Name. Translated by First Name of Translator **with** Last Name. City Where Published: Name of Publisher, YYYY.

#### **A Book with an Author, Editor, and Translator – Specific Example**

<sup>9</sup>Friedrich Blass and Albert Debrunner, *Grammatica del Greco del Nuovo Testamento*, ed. Friedrich Rehkopf, trans. Giordana Pisi (Brescia: Paideia, 1982), 40.

Blass, Friedrich and Albert Debrunner. *Grammatica del Greco del Nuovo Testamento*. Edited by Friedrich Rehkopf. Translated by Giordana Pisi. Brescia: Paideia, 1982.

#### **Edition of a Book Revised and Enlarged by its Original Author – Template**

<sup>10</sup>First Name of Author **with** Last Name, *Book Title: Subtitle*, rev. and enl. ed. (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. Rev. and enl. ed. City Where Published: Name of Publisher, YYYY.

#### **Edition of a Book Revised and Enlarged by its Original Author – Specific Example**

<sup>10</sup>Joseph Blenkinsopp, *A History of Prophecy in Israel*, rev. and enl. ed. (Louisville: Westminster John Knox, 1996), 78.

Blenkinsopp, Joseph. *A History of Prophecy in Israel*. Rev. and enl. ed. Louisville: Westminster John Knox, 1996.

### Article in an Edited Book or Volume – Template

<sup>11</sup>First Name of Article Author **with** Last Name, “Title of Article,” in *Book Title: Subtitle*, ed. First Name of Editor **with** Last Name (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Article Author, First Name. “Title of Article.” In *Book Title: Subtitle*. Edited by First Name of Editor **with** Last Name. City Where Published: Name of Publisher, YYYY.

### Article in an Edited Book or Volume – Specific Example

<sup>11</sup>Harold W. Attridge, “Jewish Historiography,” in *Early Judaism and Its Modern Interpreters*, ed. Robert A. Kraft and George W.E. Nickelsburg (Philadelphia: Fortress; Atlanta: Scholars Press, 1986), 314-17.

Attridge, Harold W. “A Jewish Historiography.” Pages 314-17 in *Early Judaism and Its Modern Interpreters*. Edited by Robert A. Kraft and George W.E. Nickelsburg. Philadelphia: Fortress: Atlanta: Scholars Press, 1986.

### Article in a *Festschrift* – Template

<sup>12</sup>First Name of Article Author **with** Last Name, “Title of Article: Subtitle of Article,” in *Festschrift Title: Subtitle of the Festschrift for First Name of Person Honored with Last Name with a Description of the Occasion. Place Where Presented*. Edited by First Name of Chief Editor **with** Last Name et al. (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Article Author, First Name. “Title of Article: Subtitle of Article.” Pages XX-XX in *Festschrift Title: Subtitle of the Festschrift for First Name of Person Honored with Last Name with a Description of the Occasion. Place Where Presented*. Edited by First Name of Chief Editor **with** Last Name et al. City Where Published: Name of Publisher, YYYY.

### Article in a *Festschrift* – Specific Example

<sup>12</sup>John Van Seters, “The Theology of the Yahwist: A Preliminary Sketch,” in “*Wer ist wie du, Herr, unter den Gottern?*”: *Studien zur Theologie und Religionsgeschichte Israels für Otto Kaiser zum 70. Geburtstag*, ed. Ingo Kottsieper et al. (Göttingen: Vandenhoeck & Ruprecht, 1995), 219-28.

Van Seters, John. "The Theology of the Yahwist: A Preliminary Sketch," in "*Wer ist wie du, Herr, unter den Gottern?*": *Studien zur Theologie und Religionsgeschichte Israels für Otto Kaiser zum 70. Geburtstag*. Edited by Ingo Kottsieper et al. Göttingen: Vandenhoeck & Ruprecht, 1995.

### **Item in an Anthology – Template**

<sup>13</sup>First Name of Article Author **with** Last Name, "Title of Article," in *Title of the Anthology*, ed. First Name of Editor **with** Last Name (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Article Author, First Name. "Title of Article." In *Title of the Anthology*, edited by First Name of Editor **with** Last Name, XX-XX. City Where Published: Name of Publisher, YYYY.

### **Item in an Anthology – Specific Example**

<sup>13</sup>Michael Wigglesworth, Excerpt from *The Day of Doom*. In *The New Anthology of American Poetry*, vol. 1, *Traditions and Revolutions, Beginnings to 1900*, eds. Steven Gould Axelrod, Camille Roman, and Thomas Travisano (New Brunswick, NJ: Rutgers University Press, 2003), 68-74.

Wigglesworth, Michael. Excerpt from *The Day of Doom*. In *The New Anthology of American Poetry*, vol. 1, *Traditions and Revolutions, Beginnings to 1900*, edited by Steven Gould Axelrod, Camille Roman, and Thomas Travisano, 68-74. New Brunswick, NJ: Rutgers University Press, 2003.

### **Preface or Foreword Written by a Person Other Than the Author of the Book**

Please note that authors of forewords and introductions to books who are not authors of the books for which they are providing such sections are not to be included in footnotes or bibliography entries unless what they write in such sections is considered to be of major significance.

### **Template**

<sup>14</sup>First Name of Author of Preface **with** Last Name, preface to *Book Title: Subtitle*, by First Name of Book Author **with** Last Name (City Where Published: Name of Publisher, YYYY), vii.

Last Name of Preface Author, First Name. Preface to *Book Title: Subtitle*, by First Name of Book Author **with** Last Name. City Where Published: Name of Publisher, YYYY.

### **Preface or Foreword Written by a Person Other Than the Author of the Book**

#### **Specific Example**

<sup>14</sup>Francine Prose, introduction to *Word Count: Wherein Verbal Virtue is Rewarded, Crimes against the Language Are Punished, and Poetic Justice Is Done*, by Barbara Wallraff (New York: Harcourt, 2000).

Prose, Francine. Introduction to *Word Count: Wherein Verbal Virtue is Rewarded, Crimes against the Language Are Punished, and Poetic Justice Is Done*. Barbara Wallraff. New York: Harcourt, 2000.

#### **A Book with Multiple Publishers – Template**

<sup>15</sup>First Name of Author **with** Last Name of Author, *Book Title: Subtitle* (City of First Publisher: Name of Publisher; City of Second Publisher: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. City of First Publisher: Name of Publisher; City of Second Publisher: Name of Publisher, YYYY.

#### **A Book with Multiple Publishers – Specific Example**

<sup>15</sup>Claude Levi-Strauss, *The Savage Mind* (Chicago: University of Chicago Press; London: Weidenfeld and Nicolson, 1962), 21-29.

Levi-Strauss, Claude. *The Savage Mind*. Chicago: University of Chicago Press; London: Weidenfeld and Nicolson, 1962.

#### **Multivolume Work – Template**

<sup>16</sup>First Name of Author **with** Last Name of Author, *Book Title: Subtitle*, vol. X, *Volume Title* (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of Author, First Name of Author. *Book Title: Subtitle*. Vol. X, *Volume Title*. City Where Published: Name of Publisher, YYYY.

#### **Multivolume Work – Specific Example**

<sup>16</sup>Jaroslav Pelikan, *The Christian Tradition: A History of the Development of Doctrine*, vol. 1, *The Emergence of the Catholic Tradition (100-600)* (Chicago: University of Chicago Press, 1971), 44-54.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*, vol. 1, *The Emergence of the Catholic Tradition (100-600)*. Chicago: University of Chicago Press, 1971.

### Part of a Series – Template

<sup>17</sup>First Name of Author **with** Last Name, First Name of Second Author **with** Last Name, and First Name of Third Author **with** Last Name, *Book Title*, Title of the Series (City Where Published: Name of Publisher, YYYY), XX-XX.

Last Name of First Author, First Name, First Name of Second Author **with** Last Name, and First Name of Third Author **with** Last Name. *Book Title*. Title of the Series. City Where Published: Name of Publisher, YYYY.

### Part of a Series – Specific Example

<sup>17</sup>Melvin L. Fowler, *The Cahokia Atlas: A Historical Atlas of Cahokia Archaeology*, Studies in Illinois Archaeology 6 (Springfield: Illinois Historic Preservation Agency, 1989), 51-72.

Fowler, Melvin L. *The Cahokia Atlas: A Historical Atlas of Cahokia Archaeology*. Studies in Illinois Archaeology 6. Springfield: Illinois Historic Preservation Agency, 1989.

### 2. Citing Specific Types of Publications

#### Commentary with Author's Name – Template

<sup>18</sup>First Name of Author **with** Last Name, *Title of Volume*, Title of Commentary (City: Publisher, YYYY), XX-XX.

Last Name of Author, First Name. *Title of Volume*. Title of Commentary. City: Publisher, YYYY.

#### Commentary with Author's Name – Specific Example

<sup>18</sup>John B. Polhill, *Acts*, New American Commentary (Nashville: Broadman, 1992), 175.

Polhill, John B. *Acts*, New American Commentary. Nashville: Broadman, 1992.

#### Commentary with Editor's Name – Template

<sup>19</sup>First Name of Editor **with** Last Name, ed., *Title of the Commentary*, XX vols. (City: Publisher, YYYY), X: XX.

Last Name of Editor, First Name, ed. *Title of the Commentary*, XX vols. City: Publisher, YYYY.

### Commentary with Editor's Name – Specific Example

<sup>19</sup>G. A. Buttrick, ed., *Interpreter's Bible*, 12 vols. (New York: Abingdon, 1954), 5: 31.

Buttrick, G. A., ed. *Interpreter's Bible*, 12 vols. New York: Abingdon, 1954.

### Journal<sup>31</sup> – Template

<sup>20</sup>First Name of Author **with** Last Name, "Title of Article," *Title of Journal X* (YYYY): XXX.

Last Name of First Author, First Name. "Title of Article." *Title of Journal X* (YYYY): XXX-XX.

### Journal – Specific Example

<sup>20</sup>Blake Layerle, "John Chrysostom on the Gaze," *JCES* 1 (1993): 159.

Layerle, Blake. "John Chrysostom on the Gaze." *JCES* 1 (1993): 159-74.

### Concordance – Template

<sup>21</sup>First Name of Author **with** Last Name, *Title of Concordance*, X ed. (City: Publisher, YYYY), s.v. "word."

Last Name of Author, First Name. *Title of Concordance*, X ed. City: Publisher, YYYY, S.v. "word."

### Concordance – Specific Example

<sup>21</sup>Robert Young, *Analytical Concordance to the Bible*, 22d Amer. ed. (Grand Rapids: Eerdmans, n.d.), s.v. "soul."

Young, Robert. *Analytical Concordance to the Bible*. 22d Amer. ed. Grand Rapids: Eerdmans, n.d., S.v. "soul."

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<sup>31</sup>The journal number follows the title of the journal. Note the X between LETTERS and year.



### Book Review in a Journal – Template

<sup>22</sup>First Name of Review Author **with** Last Name, review of *Title of Book Reviewed*, by First Name of Book Author **with** Last Name, *Journal Title* XX (YYYY): XXX-XX.

Last Name of Review Author, First Name. Review of *Title of Book Reviewed*, by First Name of Book Author **with** Last Name. *Journal Title* XX (YYYY): XXX-XX.

### Book Review in a Journal – Specific Example

<sup>22</sup>Carol Meyers, review of *The Archaeology of Israel: Constructing the Past, Interpreting the Present*, ed. Asher Silberman and David Small. *Journal of Biblical Literature* 118 (1999): 530-31.

Meyers, Carol. Review of *The Archaeology of Israel: Constructing the Past, Interpreting the Present*, ed. Asher Silberman and David Small, *Journal of Biblical Literature* 118 (1999): 530-31.

### Book Review in Other Publications<sup>32</sup> – Template

<sup>23</sup>First Name of Review Author **with** Last Name, “Title of the Review Article,” review of *Title of Book Reviewed*, ed. First Name of Book Editor **with** Last Name, *Name of Publication in Which the Book Was Reviewed*, XX Name of Month YYYY, X.

Last Name of Review Author, First Name. “Title of the Review Article,” review of *Title of Book Reviewed*, ed. First Name of Book Editor **with** Last Name. *Name of Publication in Which the Book Was Reviewed*, XX Name of Month YYYY, X.

### Book Review in Other Publications – Specific Example

<sup>23</sup>Jaroslav Pelikan, “The Things That You’re Liable to Read in the Bible,” review of *The Anchor Bible Dictionary*, ed. David Noel Freedman. *New York Times Review of Books*, 20 December 1992, 3.

Pelikan, Jaroslav. “The Things That You’re Liable to Read in the Bible,” review of *The Anchor Bible Dictionary*, ed. David Noel Freedman. *New York Times Review of Books*, 20 December 1992, 3.

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<sup>32</sup>The XX before Name of Month indicates the publication day in the month. The final X in these entries indicates the number of the publication.

## Dictionaries and Encyclopedias – Templates

<sup>24</sup>*Name of Dictionary or Encyclopedia*, X ed., s.v. “word.”<sup>33</sup>

[Please note that one may cite a dictionary in the manner used to cite a *Festschrift*]

<sup>25</sup>First Name of Author **with** Last Name, *Name of Well-Known Encyclopedia*, X ed., s.v. “word.”<sup>34</sup>

## Well-Known Bible Dictionary – Template

<sup>26</sup>*Name of Well-Known Bible Dictionary* (YYYY), s.v. “word.”<sup>35</sup>

*Name of Well-Known Bible Dictionary*. Rev. ed. Edited by First Name of Editor **with** Last Name. City: Publisher, YYYY. S.v. “word.”

## Well-Known Bible Dictionary – Specific Example

<sup>26</sup>*Nelson’s New illustrated Bible Dictionary* (1995), s.v. “angel.”

*Nelson’s New illustrated Bible Dictionary*. Rev. ed. Edited by Ronald F. Youngblood. Nashville: Nelson, 1995. S.v. “angel.”

<sup>27</sup>First Name of Author of the Article **with** Last Name, “Title,” *Name of Bible Dictionary*, X vols., ed. First Name of Editor **with** Last Name (City: Publisher, YYYY), X: XXX.<sup>36</sup>

Last Name of Author of the Article, First Name. “Title,” *Name of Bible Dictionary*. X vols. Edited by First Name of Editor **with** Last Name. City: Publisher, YYYY. X: XXX-XXX.

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<sup>33</sup>When using a modern-language dictionary, items should be footnoted, but not usually found in the bibliography. For items with unsigned articles, use this format.

<sup>34</sup>When using a well-known dictionary or encyclopedia, one should omit the place and publisher in the note and not include the item in one’s bibliography.

<sup>35</sup>Specialized sources (dictionaries and encyclopedias) not having signed articles, should not use the city or publisher in the footnote, but they need the edition and/or the date. These items also belong in the bibliography with full publication data.

<sup>36</sup>If the source is a dictionary or encyclopedia with a signed article, use this format in which the final X:XXX is the volume number followed by the page number range.

### **Theological Dictionary – Template**

<sup>28</sup>First Name of Author of the Article **with** Last Name, “*Word,*” *Name of the Theological Dictionary* (City: Publisher, YYYY-YYYY), X:XXX.<sup>37</sup>

Last Name of Author of the Article, First Name. “*Word,*” *Name of the Theological Dictionary*. City: Publisher, YYYY-YYYY. X:XXX.

### **Theological Dictionary – Specific Example**

<sup>28</sup>Karl Dahn and Walter L. Liefeld, “See, Vision, Eye,” *New International Dictionary of New Testament Theology* (Grand Rapids: Zondervan), 3:511-21.

Dahn, Karl and Walter L. Liefeld. “See, Vision, Eye.” *New International Dictionary of New Testament Theology*. Grand Rapids: Zondervan, 3:511-21.

### **3. Citing Unpublished Dissertation or Thesis<sup>38</sup>**

### **PhD Dissertation – Template**

<sup>29</sup>First Name of Author **with** Last Name, “Title of Dissertation” (PhD diss., Name of the School, YYYY), XX-XX.

Last Name of Author, First Name. “Title of Dissertation.” PhD diss., Name of the School, YYYY.

### **PhD Dissertation – Specific Example**

<sup>29</sup>Todd R. Chipman, “Holy Words, Holy War, and Hebrews: Hebrews’ Use of the Old Testament to Reinterpret Second Temple Holy War Tradition” (PhD diss., Midwestern Baptist Theological Seminary, 2014), 19-22.

Chipman, Todd R. “Holy Words, Holy War, and Hebrews: Hebrews’ Use of the Old Testament to Reinterpret Second Temple Holy War Tradition.” PhD diss., Midwestern Baptist Theological Seminary, 2014.

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<sup>37</sup>When citing a word found in a theological dictionary, it is permissible to transliterate the word which is italicized. When using one’s major biblical language, utilize the language without transliteration unless a legitimate reason for transliterating the word exists. The YYYY-YYYY inside the parentheses are the years in which the volume was printed.

<sup>38</sup>If the dissertation is for a differing doctoral degree, the abbreviation of the degree sought by the dissertation writer is the abbreviation that should be used.

### **DMin Dissertation – Template**

<sup>30</sup>First Name of Author **with** Last Name, “Title of Dissertation” (DMin diss., Name of the School, YYYY), XX-XX.

Last Name of Author, First Name. “Title of Dissertation.” DMin diss., Name of the School, YYYY.

### **DMin Dissertation – Specific Example**

<sup>30</sup>Leo A. Endel, “Increasing Missions Funding for the Minnesota-Wisconsin Baptist Convention and Cooperating Associations.” (DMin diss., Midwestern Baptist Theological Seminary, 2012), 61-72.

Endel, Leo A. “Increasing Missions Funding for the Minnesota-Wisconsin Baptist Convention and Cooperating Associations.” DMin diss., Midwestern Baptist Theological Seminary, 2012.

### **DEdMin Dissertation**

<sup>31</sup>First Name of Author **with** Last Name, “Title of Dissertation” (DEdMin diss., Name of the School, YYYY), XX-XX.

Last Name of Author, First Name. “Title of Dissertation.” DEdMin diss., Name of the School, YYYY.

### **DCoun Dissertation**

<sup>32</sup>First Name of Author **with** Last Name, “Title of Dissertation” (DCoun diss., Name of the School, YYYY), XX-XX.

Last Name of Author, First Name. “Title of Dissertation.” DCoun diss., Name of the School, YYYY.

#### **4. Citing Course Related Documents**

### **Class Papers – Template**

<sup>33</sup>First Name of Writer of Paper **with** Last Name, “Title of Paper,” a paper presented for Course Number Course Name, Name of School, Month YYYY, XX.

Last Name of Writer of Paper, First Name. “Title of Paper,” a paper presented for Course Number Course Name, Name of School, Month YYYY.

### **Class Papers – Specific Example**

<sup>33</sup>William Clydesworth, “Immersion vs. Effusion: A Confusion of the Modes of Baptism,” a paper presented for AB 000 Comparing and Contrasting Denominational Differences, Model Baptist Seminary, May 2000.

Clydesworth, William. “Immersion vs. Effusion: A Confusion of the Modes of Baptism,” a paper presented for AB 000 Comparing and Contrasting Denominational Differences, Model Baptist Seminary, May 2000.

### **Class Notes – Template**

<sup>34</sup>Class notes, Name of Degree Program, Name of Course, City, Two-letter State Abbreviation, Month YYYY.

Class notes. Name of Degree Program. Name of Course, City, Two-letter State Abbreviation, Month YYYY.

### **Class Notes – Specific Example**

<sup>34</sup>Class notes, Bachelor of Arts in Christian Studies, Comparing and Contrasting Denominational Differences, Anchor Bay, RI, March 2011.

Class notes, Bachelor of Arts in Christian Studies. Comparing and Contrasting Denominational Differences, Anchor Bay, RI, March 2011.

### **Lecture Notes – Template**

<sup>35</sup>First Name of Professor **with** Last Name, lecture notes for Number of Course Name of Course, Name of School, Month YYYY.

Last Name of Professor, First Name. Lecture Notes for Number of Course Name of Course, Name of School, Month YYYY.

### **Lecture Notes – Specific Example**

<sup>35</sup>Malcolm Q. Burleson, lecture notes for AB 0001 Comparative Religious Philosophy, Model Theological Seminary, April 2001.

Burleson, Malcolm Q. Lecture Notes for AB 0001 Comparative Religious Philosophy, Model Theological Seminary, April 2001.

### **Syllabus - Template**

<sup>36</sup>First Name of Professor **with** Last Name, Syllabus for Number of Course Name of Course, Name of School, Month YYYY, X.

Last Name of Professor, First Name. Syllabus for Number of Course Name of Course, Name of School, City, Two-letter State Abbreviation, Month YYYY.

### **Syllabus – Specific Example**

<sup>36</sup>Andrew Murcheson, Syllabus for AB 0002 Christian Worship History, Model Theological Seminary, February 2013, 3.

Murcheson, Andrew. Syllabus for AB 0002 Christian Worship History, Model Theological Seminary, Model Theological Seminary, RI, February 2013.

### **Interview Conducted by the Author of the Paper or Dissertation**

<sup>37</sup>First Name of Person Interviewed **with** Last Name, Title of the Person Interviewed, interview by author, City in Which the Interview Took Place, Month, DD, YYYY.

Last Name of Person Interviewed, First Name, Title of Person Interviewed. Interview by author, City in Which the Interview Took Place, Month, DD, YYYY.

### **Chapel Sermon**

<sup>38</sup>First Name of Preacher **with** Last Name, “Title of Sermon.” Seminary Chapel sermon, Midwestern Baptist Theological Seminary, Kansas City, MO, October DD, YYYY, X, typewritten.

Last Name of Preacher, First Name. “Title of Sermon.” Seminary Chapel sermon. Midwestern Baptist Theological Seminary, Kansas City, MO, October DD, YYYY, X. Typewritten.

### **Musical Scores**

<sup>39</sup>First Name of Composer **with** Last Name, *Title of the Work*, ed. First Name of Editor **with** Last Name of Editor, X vols., Works of First Name of Composer **with** Last Name, ser. X, Type of Works (City: Publisher, YYYY).

Last Name of Composer, First Name of Composer. *Title of the Work*. Edited by First Name of Editor **with** Last Name of Editor. City: Publisher, YYYY.

## Live Performances<sup>39</sup>

<sup>40</sup>First Name of Performer **with** Last Name, Type of Instrument, “Title of Song,” by First Name of Composer **with** Last Name, Name of the Performance Center, City, Two-Letter Abbreviation of State, Month, DD, YYYY.

## 5. Citing Electronic Sources<sup>40</sup>

### Electronic Books

Electronic book formats do not always have consistent page numbers, so use some other type of locator, like a chapter or paragraph number in place of the page number, if necessary. The locator should follow the e-book brand name.

<sup>41</sup>First Name of Author **with** Last Name, *Title of Book* (City of Publication: Publishing House, YYYY), Brand of E-Book Reader, chap. XX.

Last Name of Author, **with** First Name of Author. *Title of Book*. City of Publication: Name of Publisher, YYYY. Brand of E-Book Reader, chap. XX.

### Online Database

<sup>42</sup>Name of Editor, ed., “Title of Item,” Name of Data Base, released 13 February 2013, <http://foundsomewhere.org/projects/1ABCDE13-AZ1353-1957M-USA13-53FEB.koi:13:1953/M1D10DFINS>.

Last Name of Editor, First Name, ed. “Title of Item,” Name of Data Base, released 13 February 2013, <https://foundsomewhere.org/projects/1ABCDE13-AZ1353-1957M-USA13-53FEB.koi:13:1953/M1D10DFINS>.

### Videos and Podcasts<sup>41</sup>

<sup>43</sup>Name of Artist, “Name of Piece” (music video), directed by First Name of Director **with** Last Name, [http://www.mtv.com/videos/name of artist/nnnnnn/name of piece.jhtml](http://www.mtv.com/videos/name%20of%20artist/nnnnnn/name%20of%20piece.jhtml).

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<sup>39</sup>Bibliographical entries are not used for live performances.

<sup>40</sup>Access dates are no longer required.

<sup>41</sup>Only include videos and podcasts in the bibliography if the source is critical to the paper or used frequently in the paper.

Last Name of Artist, First Name. "Name of Piece" (music video) Directed by First Name of Director **with** Last Name. <http://www.mtv.com/videos/nameofartist/nnnnnn/nameofpiece.jhtml>.<sup>42</sup>

<sup>44</sup>First Name of Speaker **with** Last Name, "Title of Video" (video of lecture, Occasion of lecture YYYY, Name of Institution, Month, DD, YYYY), <https://www.youtube.com/watch?v=7JKA7c7jkA>.

Last Name of Speaker, First Name. "Title of Video" (video of lecture). Occasion of lecture, Month DD, YYYY), <https://www.youtube.com/watch?v=7JKA7c7jkA>.

<sup>45</sup>First Name of Speaker or Host **with** Last Name, "Title of Podcast," Name of Program (MP3 podcast), Source of Podcast, Month, DD, YYYY, <https://www.sourceofpodcast.com/pages/podcasts/>.

Last Name of Speaker, First Name. "Title of Podcast" (MP3 Podcast). Name of Program. Source of Podcast. Month, DD, YYYY. <https://www.sourceofpodcast.com/pages/podcasts/>.

### Websites and Blogs

<sup>46</sup>"Title of the Article on the Website," First Name of Author **with** Last Name, cdli:wiki, [http://cdli.ox.ac.uk/wiki/doku.php?id=the\\_title\\_of\\_the\\_article\\_on\\_the\\_website](http://cdli.ox.ac.uk/wiki/doku.php?id=the_title_of_the_article_on_the_website).

"Title of the Article on the Website." First Name of Author **with** Last Name. cdli:wiki, [http://cdli.ox.ac.uk/wiki/doku.php?id=the\\_title\\_of\\_the\\_article\\_on\\_the\\_website](http://cdli.ox.ac.uk/wiki/doku.php?id=the_title_of_the_article_on_the_website).<sup>43</sup>

<sup>47</sup>First Name of Author **with** Last Name, "Title of Blog Entry: Subtitle of the Blog Entry," *Title of the Blog or a description of the blog*; DD MM YYYY, <http://figweblog.blogspot.com>.<sup>44</sup>

### 6. Citing Bible References

- a) Footnote biblical references in papers dealing with topics that are not directly biblical.
- b) Place Bible references in parenthesis in the text of biblically-derived topics: single verse (v. 1) or plural verses (vv. 3-5).
- c) When using one version of the Bible throughout a paper, use the following format for the first citation:

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<sup>42</sup>Each lower case 'n' represents a digit in a number.

<sup>43</sup>Include websites in the bibliography.

<sup>44</sup>Citations of blogs are not included in the bibliography.



<sup>48</sup>Unless otherwise specified, all Bible references in this paper are to the New American Standard Bible, Updated Edition (NASB) (La Habra: Foundation Publications, 1995).

If one is using in-text (parenthetical citations) for a Bible verse or verses from the same book and chapter of the Bible, the parenthetical would be at the end of the sentence and a singular verse would be cited as (v. 1). More than one verse would be cited as (vv. 1-3). In both cases, closing quotation marks would precede the citation in parentheses, while ending punctuation would follow the citation in parentheses.

## 7. Citing Classical, Medieval, or Early English Literary Works

These types of works are cited differently from modern works of literature. One often sees them organized into sections that are numbered (stanzas, lines, etc.) and used in place of page numbers. It is recommended that these types of works be cited only in footnotes, although works of this type that one cites frequently may be cited using a parenthetical form for all citations of a particular work following the use of the full footnote for the first such citation. Some sample works follow:

<sup>49</sup>*Beowulf*, lines 2340-8.

<sup>50</sup>Spenser, *The Faerie Queene*, bk. 1, canto 1, st. 1.

If one is involved in literary studies or humanities, or differences in the translations of such works are important, then the works should also be included in one's bibliography, as seen in the example of a footnote and a bibliography entry below:

<sup>51</sup>Aristotle. *Complete Works of Aristotle: The Revised Oxford Translation*, 2 vols. ed. J. Barnes (Princeton, NJ: Princeton University Press, 1983), 20.

Aristotle. *Complete Works of Aristotle: The Revised Oxford Translation*. Edited by J. Barnes. 2 vols. Princeton, NJ: Princeton University Press, 1983.

Classical works utilize additional rules, such as requiring that there be no punctuation between the title of a work and a line or section number. One is also required to see to it that numerical divisions are separated by periods without spaces. Arabic numerals are to be used for section numbers (one may use lowercase letters, if truly needed). Commas are to be placed between two or more citations of the same source. Citations of different sources are to have semicolons between them.

Rather than using *Ibid.* in succeeding footnotes citing the same title, when dealing with classical works, one should use the most widely accepted approved abbreviations for classical titles, which may be found in the *Oxford Classical Dictionary*. When there is no title, the author's name may be used, with no comma needed after the name.

Regarding early English literature, poems and plays should be cited by book,

canto, and stanza. Other divisions that may be cited are: stanza and line, as well as act, scene, and line, as in the following examples:

<sup>52</sup>Chaucer, “Wife of Bath’s Prologue,” *Canterbury Tales*, lines 91-8.

<sup>53</sup>Milton, *Paradise Lost*, book 1, lines 72-77.

Sometimes editions will differ in wording, numbering of lines, etc., which is common in Shakespeare’s works. If this is the case, include the differing works in the bibliography, with the editions specified. For papers lacking a bibliography, specify the edition in the first footnote citing the edition, per the example below:

Shakespeare, William. *Hamlet*. Edited by Ann Thompson and Neil Taylor. Arden Shakespeare 3. London: Arden Shakespeare, 2006.

## 8. Citing Manuscript Collections

Usually, when one cites manuscript collections, the items required are the title, the date of the item, the series title (where applicable), the name of the collection, and the name of the depository. Other than placing the cited item (letter, memorandum, family papers, etc.) first in a footnote, one will not find general agreement on the sequence of the other elements to be used in the citation. For collections consulted online one should add a URL or DOI to the citation.

Bibliographical entries for manuscript collections may be observed to begin with the name of the collection in which an item was found, the name of the depository for the collection, or the name of the author or authors. The last name of the author or authors is often to be found as part of the name of the collection. Usually, specific items from manuscript collections are not to be placed in a bibliography, unless only one item from the collections is actually cited.

### **Manuscript Collection – Specific Example**

<sup>54</sup>Alvin Johnson, memorandum, 1937, file 36, Horace Kallen Papers, YIVO Institute for Jewish Research, New York.

Kallen, Horace. Papers. YIVO Institute for Jewish Research, New York.

## 9. Citing the Ante-Nicene Fathers

In the case of the following reference, it is so well known that *The SBL Handbook of Style*, 2<sup>nd</sup> edition says:

Citing the church fathers can be confusing and frustrating since there are often a variety of levels at which one can cite. Authors may elect to cite both the primary reference and the volume and page number within a given series. If this does not

become cumbersome for the reader, it is helpful to include both. In either case, it is better to use Arabic numbers rather than Roman numerals and to put the *ANF* or *NPNF* reference in parentheses. It is not necessary to give the full citation if a bibliography is included and subsequent citations in the notes are identical to the first citation.<sup>45</sup>

The resulting footnote would look like the following:

<sup>55</sup>*The Epistle of Polycarp to the Philippians* (*ANF* 1:20-33).

[Please note that the page numbers in the sample above are simply an illustration and not the actual page numbers for the item in question]

*The SBL Handbook of Style*, 2<sup>nd</sup> edition, continues, “The parenthetical information refers to the series, volume, and page number. In the bibliography, one need cite only the series information, unless the translation itself plays an integral role in the discussion.”<sup>46</sup>

This would yield the following entry in a bibliography:

*The Ante-Nicene Fathers*. Edited by Alexander Roberts and James Donaldson, 1885-1887. 10 vols. Repr. Grand Rapids, MI: Eerdmans, 1981.

Because this particular work is a well-known work, one does not need the first footnote below or its bibliographical entry, which would be more appropriate for a less well-known work, however, the following templates are offered because they may be needed by students for other works, using the previously provided work as the basis for the templates. In less well-known works, if one has page numbers for a Logos edition, one should place a comma after the name of this edition at the end and add the page number or range of page numbers and end the entry with a period.

<sup>56</sup>Polycarp of Smyrna, *The Epistle of Polycarp to the Philippians*, in *The Ante-Nicene Fathers* (volume 1), ed. and trans. Alexander Roberts and James Donaldson (Edinburgh: The Christian Literature Company; Grand Rapids: Eerdmans, 1981), Logos edition.

Polycarp of Smyrna. *The Epistle of Polycarp to the Philippians*, in *The Ante-Nicene Fathers* (Volume 1). Edited and Translated by Alexander Roberts and James Donaldson. Edinburgh: The Christian Literature Company; Grand Rapids: Eerdmans, 1981. Logos edition.

In the case of most well-known works, one is permitted to omit the original publisher and use the more recent one.

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<sup>45</sup>Collins, *The SBL Handbook*, 2<sup>nd</sup> edition, 101.

<sup>46</sup>*Ibid.*, 101.

<sup>57</sup>Polycarp of Smyrna, *The Epistle of Polycarp to the Philippians*, in *The Ante-Nicene Fathers* (volume 1), ed. Alexander Roberts and James Donaldson (Grand Rapids: Eerdmans, 1981), Logos edition.

Polycarp of Smyrna. *The Epistle of Polycarp to the Philippians*, in *The Ante-Nicene Fathers*, (Volume 1). Alexander Roberts and James Donaldson. Grand Rapids: Eerdmans, 1981. Logos edition.

#### D. Parenthetical Citations

1. Students in counseling courses only may use the APA standards, which call for using parenthetical citations instead of footnotes and the use of a reference list instead of a bibliography. Model the Reference List according to APA. Sample Citation: “. . . end of sentence” (Author’s last name, XXX). [Note the placement of the period after the closing parenthesis]  
**Regarding dissertations of counseling students, all other matters of form and style are to follow the provisions of *The Midwestern Style Manual*.**
2. Students who are writing book reviews or reaction papers may use a parenthetical form for citing the book they are reviewing or the book to which they are reacting if, and only if, no other sources are cited in the paper. If *any* other sources are cited, students must use footnotes for all sources cited in these papers, including citations from the book being reviewed. Sample Citation: “. . . end of sentence” (p. 1). [Note the position of the period]
3. Parenthetical citations (author-date style) may be used to cite sources in discussion board posts in courses other than counseling courses, if required by the professor of the course. Course syllabi should provide a sample or samples. In such cases, Author-date citations use the last name of the author, the four digits of the year, and a page number or range of page numbers. Sample Citation: “. . . end of sentence” (Smith 1999, 21).  
[In all cases involving parenthetical citations, they follow the closing quotation marks when such marks are used; terminal punctuation follows the citation]

#### E. Foreign Languages

An entire chapter (chapter 11) is devoted to foreign languages in *The Chicago Manual of Style*, 16<sup>th</sup> edition.<sup>47</sup> Languages dealt with in this chapter include: African Languages, Albanian, Arabic, Chinese, Croatian and Bosnian, Czech, Danish, Dutch, Finnish, French, German, Hebrew, Hungarian, Italian, Japanese, Latin, Norwegian, Polish, Portuguese, Romanian and Moldavian, Russian, Serbian and Montenegrin, South Asian Languages, Spanish, Swedish, Turkish and Azeri, Classical

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<sup>47</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 531-578.

Greek, Old English and Middle English, and American Sign Language. General rule exceptions are noted in some cases.

“For foreign titles of works, whether these appear in text, notes, or Bibliographies, *Chicago* recommends a simple rule: capitalize only the words that would be capitalized in normal prose – first word of title and subtitle and all proper nouns. That is, use sentence style.”<sup>48</sup> *Chicago* lists some exceptions.

Midwestern has several foreign language study programs (Chinese, Korean, Romanian, and Spanish, to date). Some comments related to these languages follow here by the name of the language in alphabetical order.

The Hanyu Pinyin Romanization system has become “. . . the standard system for romanizing Chinese.”<sup>49</sup> “Although a few scholars, long familiar with Wade-Giles or other older systems, have not switched to Pinyin in their writings, Chicago joins librarians in urging that Pinyin now be used in all scholarly writing about China or the Chinese language.”<sup>50</sup> Adding the Wade-Giles spelling of a name or term in parentheses following the first use of the Pinyin spelling may prove to be helpful to the reader in some contexts.<sup>51</sup> Old spellings of place names may also be added in parentheses after the Pinyin version. Where doubts exist, Chicago recommends consulting the latest edition of *Merriam-Webster’s Collegiate Dictionary* and further indicates that names not listed in this particular dictionary in older forms should be presented in Pinyin.<sup>52</sup>

For Korean language concerns, students will need to consult a Korean MBTS Professor. The Asian Studies department has translated this style manual for use with Korean students.

According to *Chicago*, Romanian and Moldavian are now both written using the same Latin orthography. Some special characters are needed for Romanian and writers and editors “. . . should take care to determine whether a spelling is conditioned by the specific time when it was used or whether it is preferable to follow the current norm.”<sup>53</sup>

According to *Chicago*, “There is considerable variation in Spanish publications throughout the world with respect to capitalization, punctuation, and other matters. For further guidance, consult Maria Moliner, *Diccionario de uso del español* (bibliog. 5). One

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<sup>48</sup>*The Chicago Manual of Style*, 16<sup>th</sup> edition, 532-33.

<sup>49</sup>*Ibid.*, 562.

<sup>50</sup>*Ibid.*

<sup>51</sup>*Ibid.*

<sup>52</sup>*Ibid.*

<sup>53</sup>*Ibid.*, 553.

may also consult the extensive resources at the website of the Real Academia Española.”<sup>54</sup>

*Chicago* continues, “In Spanish, a title preceding a proper name is usually lowercased. When abbreviated, however, titles are in uppercase.”<sup>55</sup> Furthermore, “Nouns, as well as adjectives denoting membership in nations are lowercased, but names of countries are capitalized.”<sup>56</sup>

Regarding quotation marks *Chicago* says, “Spanish traditionally uses guillemets.”<sup>57</sup>

*Chicago* continues:

Only punctuation belonging to the quoted matter is placed within the closing guillemets; other punctuation follows them. Within a quotation, em dashes may be used to set off words identifying the speaker. In Spanish publications, the opening dash is usually preceded by a space; the closing dash is then *followed* by a space unless immediately followed by punctuation. In English contexts, such spaces need not be used.<sup>58</sup>

For glosses in Spanish lexical studies, single quotation marks are used and . . . “It should be noted that English-style quotation marks rather than guillemets are increasingly encountered in Spanish publications, especially in electronic environments.”<sup>59</sup>

Regarding Spanish suspension points and ellipses, *Chicago* says:

In Spanish, as in French, suspension points are used to indicate interruptions or breaks in thought. In Spanish publications, these dots are generally unspaced; in English contexts, they may be spaced in the manner of English-style suspension points or ellipses. To indicate omitted material (that is, to serve as ellipses), the dots are enclosed in brackets.<sup>60</sup>

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<sup>54</sup> *The Chicago Manual of Style*, 16<sup>th</sup> edition, 554.

<sup>55</sup> *Ibid.*, 554.

<sup>56</sup> *Ibid.*.

<sup>57</sup> *Ibid.*

<sup>58</sup> *Ibid.*, 554-55.

<sup>59</sup> *Ibid.*, 555.

<sup>60</sup> *Ibid.*.

## VI. Tables, Graphs, Figures, Illustrations

### A. General Information

1. Number all tables, graphs, figures, and illustrations.
2. Reduce the font size of data below the headings and titles in order to fit the page. The font style remains the same.
3. Use the same formatting (line spacing, indentation, fonts, etc.) for all pieces within a paper. (Note: The samples here use the same formatting used in the rest of the *Midwestern Style Manual*).
4. For more complex tables, graphs, figures, and illustrations, consult the style manuals listed in the bibliography.

### B. Tables

1. A table needs to be as simple as possible in such a way that the table may be understood without much commentary.
2. The column headings are capitalized headline style (only first letters of important words are capitalized).
3. Column headings are placed below the double lines immediately below titles of tables.
4. The stub headings are placed in the first column. The information in the other columns is found in the sources listed in the first column.
5. Information (data) below each column head should be centered, or as close to being centered as possible.
6. Consistency throughout a paper regarding table formatting is required for all papers.
7. If a source outside of the document is used for the information presented in the table, a source line is placed **immediately** below the table citing the source. A note of explanation may also follow the table, but tables should be mostly self-explanatory. See chapter twenty-six of the eighth edition of Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* for numerous examples related to source citation for tables.<sup>61</sup>

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<sup>61</sup>Turabian, *A Manual for Writers*, 8<sup>th</sup> edition, 358-70.

TABLE 1

FREQUENCY AND PERCENTAGES OF CITATIONS OF SOURCES IN  
WRITING THE FIRST DRAFT OF *THE MIDWESTERN STYLE MANUAL*

Sources of Citations	Number of Citations	Percentage
<i>Chicago</i> , 16 edition	19	33.92%
<i>SBL</i> , 2 <sup>nd</sup> edition	10	17.85%
Sutton	1	1.78%
Turabian, 5 <sup>th</sup> edition	1	1.78%
Turabian, 6 <sup>th</sup> edition	3	5.35%
Turabian, 7 <sup>th</sup> edition	5	8.92%
Turabian, 8 <sup>th</sup> edition	16	28.57%
Vyhmeister, 2 <sup>nd</sup> edition	1	1.78%
TOTALS	56	99.95%*

\*The total is less than 100% because all of the figures used in the table were carried out to no more than two decimal places.



TABLE 2

AVERAGE COPYRIGHT YEAR OF CITATIONS OF SOURCES USED IN  
WRITING THE FIRST DRAFT OF *THE MIDWESTERN STYLE MANUAL*  
BASED UPON FREQUENCY OF CITATIONS

Sources of Citations	Number of Citations		Year	Product
<i>Chicago</i> , 16 edition	19	x	2010	38,190
<i>SBL</i> , 2 <sup>nd</sup> edition	10	x	2014	20,140
Sutton	1	x	2015	2,015
Turabian, 5 <sup>th</sup> edition	1	x	1987	1,987
Turabian, 6 <sup>th</sup> edition	3	x	1996	5,988
Turabian, 7 <sup>th</sup> edition	5	x	2007	10,035
Turabian, 8 <sup>th</sup> edition	16	x	2013	32,208
Vyhmeister, 2 <sup>nd</sup> edition	1	x	2008	2,008
TOTALS	56			112,571
AVERAGE YEAR OF SOURCE CITATIONS			2010*	

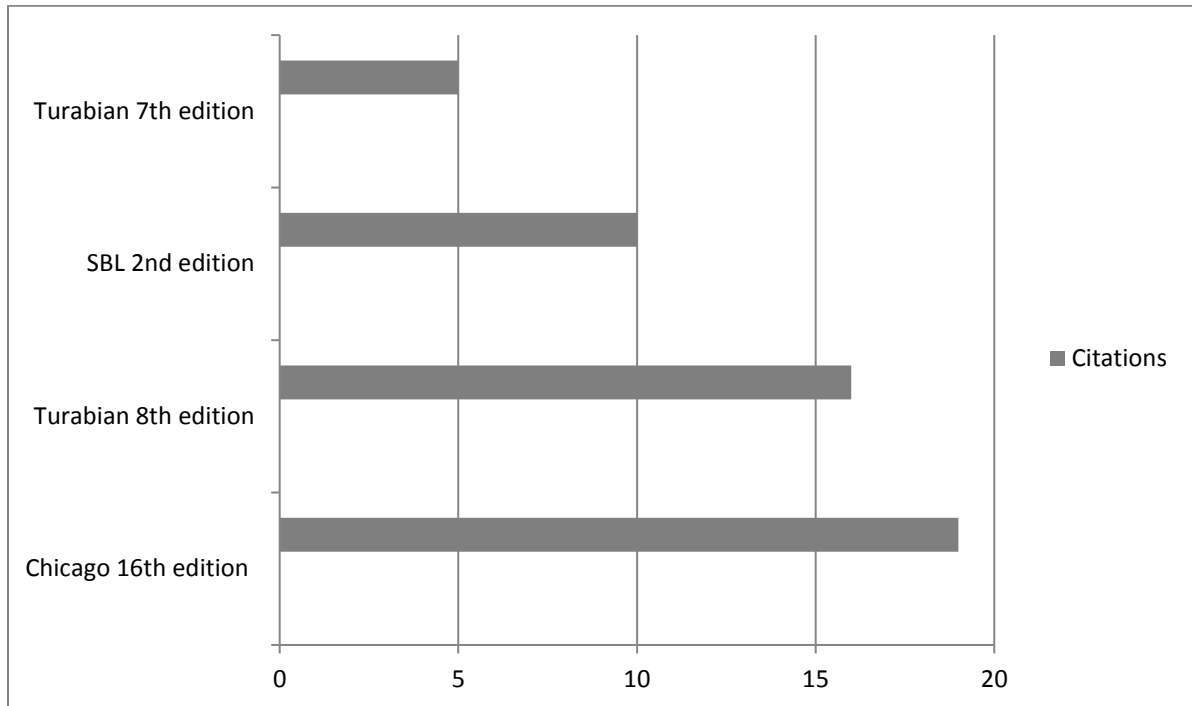
\*The average copyright year of sources cited is determined based upon frequency of citations. This average indicates that the majority of sources, copyrighted since 2010, were used in the creation of *The Midwestern Style Manual*.

### **C. Graphs and Charts**

1. Graphs and charts can be done in many ways.
2. Pre-installed software templates are acceptable for course papers and dissertations. Simply insert data as directed by the program.
3. The sample graphs below were prepared with a software template measuring one characteristic for each source.
4. Graphs and charts may measure more than one characteristic from a given source for comparison and contrast with other sources.
5. Set a blank line before placing the graph or chart on a page then place the graph followed by placing the heading in the blank line above the graph or chart.
6. The pie chart in this chapter is presented in color because of the number of slices to be found in it. There are too many sources represented for a gray-scale presentation to work. It is recommended that gray-scale presentations of data be used in graphs and charts, when possible.

GRAPH 1

COMPARISON OF NUMBERS OF CITATIONS FROM  
THE FOUR MAJOR SOURCES USED IN THE WRITING OF  
*THE MIDWESTERN STYLE MANUAL*



GRAPH 2

COMPARISON OF PERCENTAGES IN DECIMAL FRACTIONS OF CITATIONS  
FROM THE FOUR MAJOR SOURCES USED IN THE WRITING OF  
*THE MIDWESTERN STYLE MANUAL*

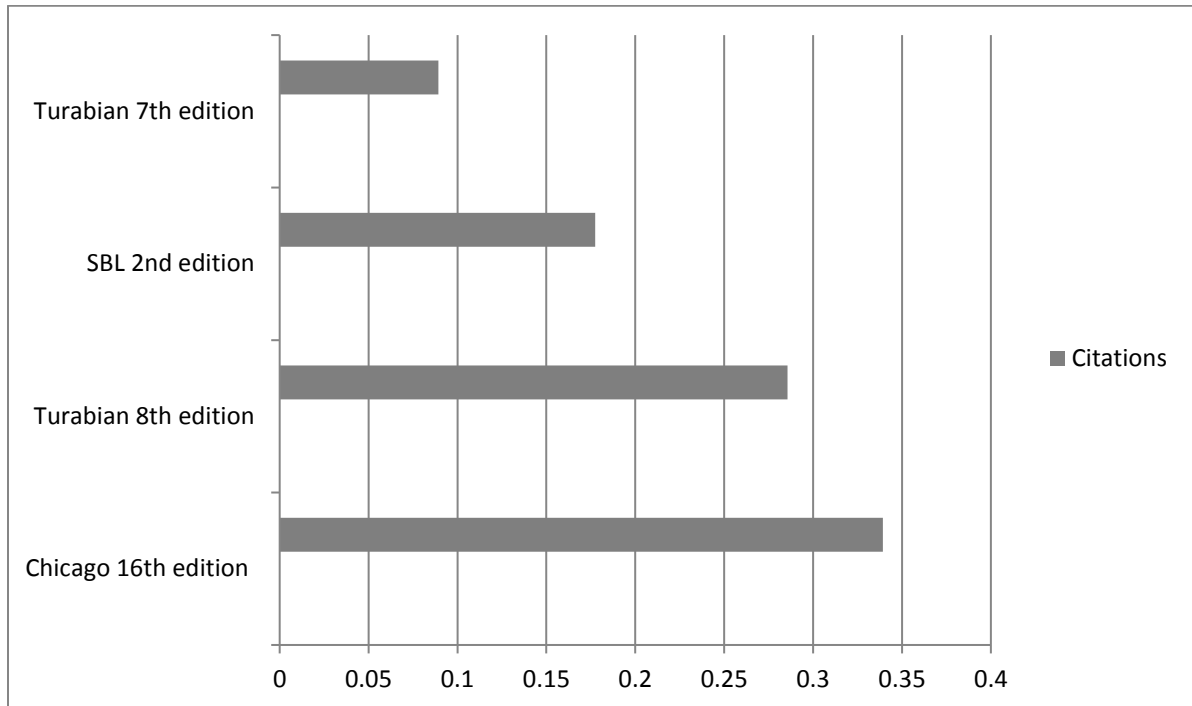
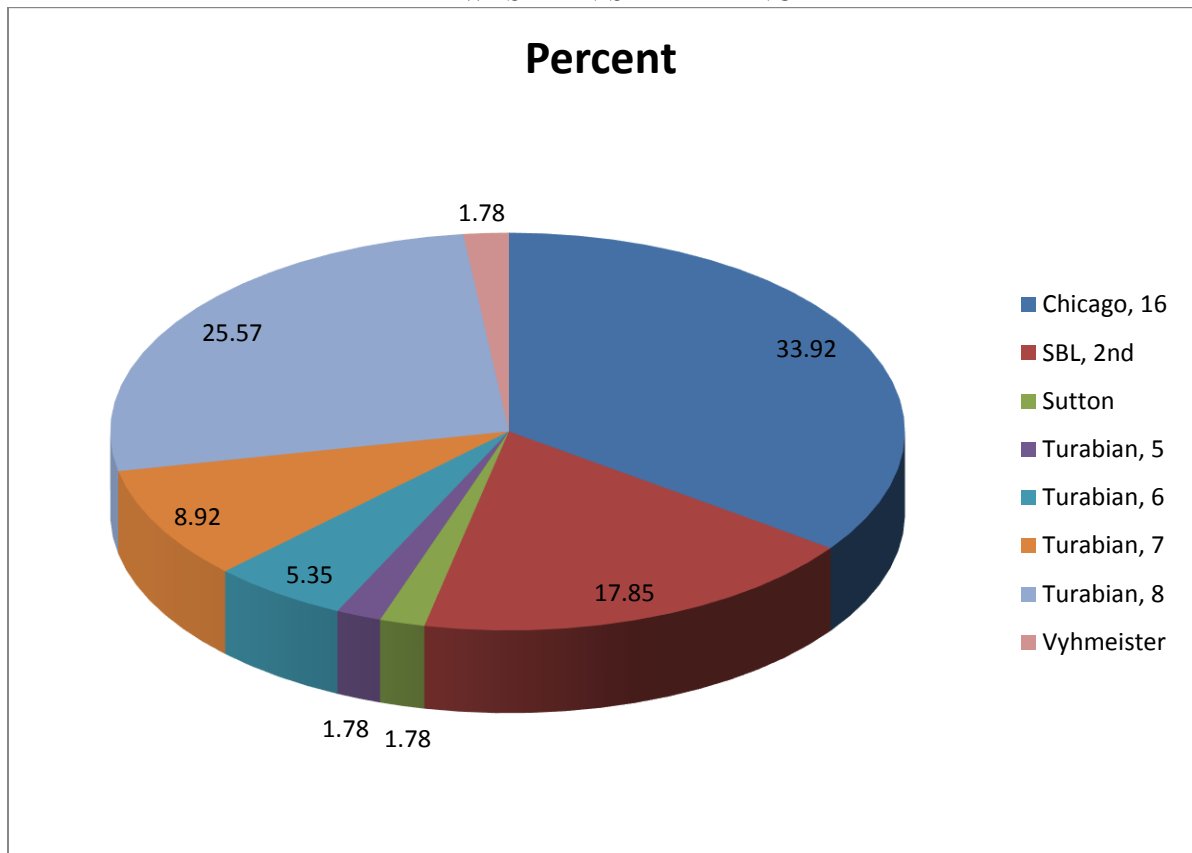


CHART 1<sup>62</sup>

PERCENTAGES OF SOURCES CITED IN THE FIRST DRAFT OF  
*THE MIDWESTERN STYLE MANUAL*

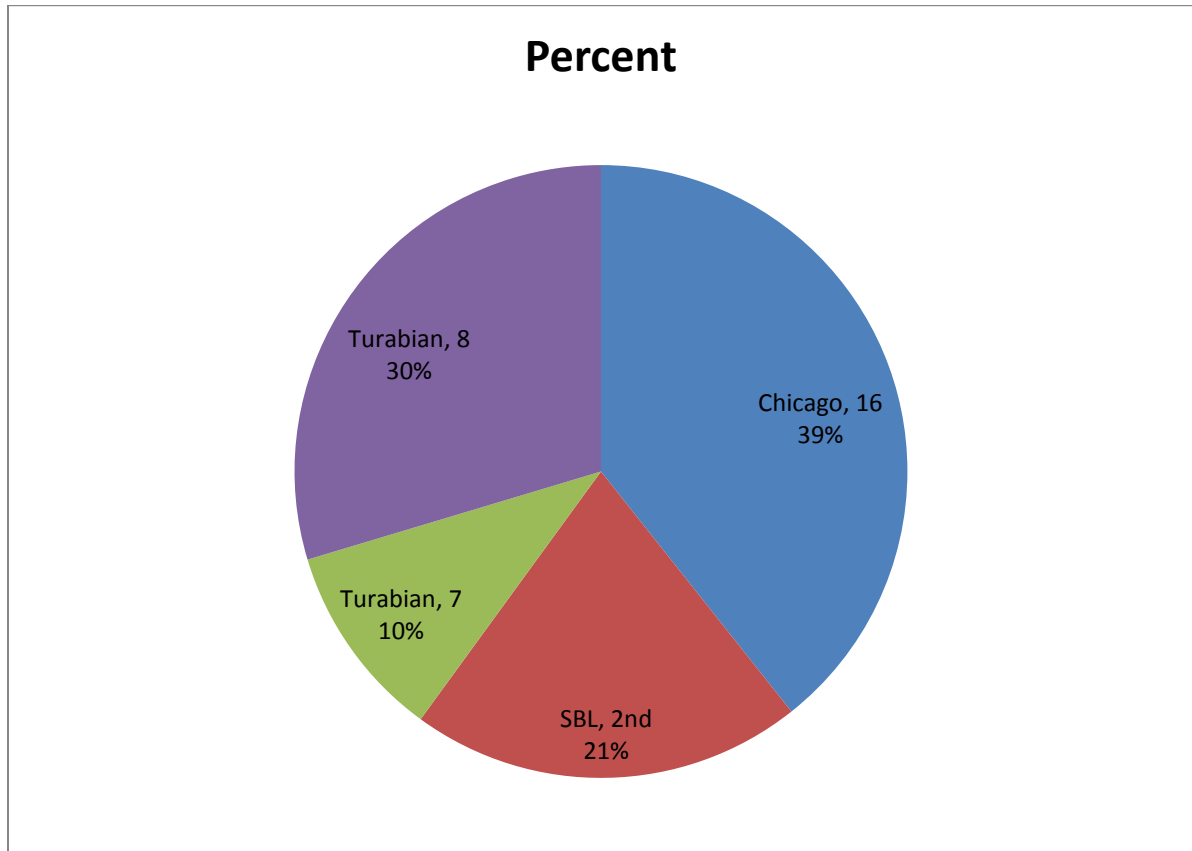


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<sup>62</sup>Use gray-scale presentations of data in dissertations. Color is acceptable for class papers.

## CHART 2

### PERCENTAGES OF FOUR MAJOR SOURCES CITED IN THE FIRST DRAFT OF *THE MIDWESTERN STYLE MANUAL*



\*Percentages used in this chart are not accurate because they are based solely upon the proportions of citations from the four major sources used in the creation of the first draft of this guide and the lesser used sources are not represented in this chart. Chart 1 offers a more accurate representation of the levels of influence of each source that was used to create this guide.

## **Sample Annotated Bibliography**

## ANNOTATED BIBLIOGRAPHY

Danker, Frederick W., Walter Bauer, William F. Arndt, and F. Wilbur Gingrich. *Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3<sup>rd</sup> edition. Chicago: University of Chicago Press, 2000.

This latest edition of the original work by Walter Bauer, which was known as the BAG in its first edition and as the BAGD in its second edition, is now often referred to in its third edition as BDAG. It is an expanded edition, having almost two hundred more pages than the first edition. The paper and the font differ from the first edition. Definitions of many of the words used have been expanded so that they are less concise, but more precise, due to the incorporation of more detail in the definitions.

Erickson, Millard J. *Christian Theology*, 2<sup>nd</sup> edition. Grand Rapids: Baker Academic, 1988.

Erickson relates his understanding of theology to the reader and then proceeds to expound upon a great many topics dealt with in theology. Topics are discussed in alphabetical order, which makes locating them easier, even in a work having well over one thousand pages. This work is a well-known general reference in theological circles, as it offers information and viewpoints about practically every topic discussed by theologians and pastors.



## BIBLIOGRAPHY

### Formatting Resources

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*The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 16<sup>th</sup> ed. Chicago: Chicago University Press, 2010.

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———. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7<sup>th</sup> edition. Chicago: Chicago University Press, 2007.

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Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*, 2<sup>nd</sup> edition. Grand Rapids: Zondervan, 2008.

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Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> ed. Revised and edited by Frederick W. Danker. Chicago: University of Chicago Press, 2000.

Brown, Francis, S.R. Driver, and C.A. Briggs. *The New Brown, Driver, and Briggs Hebrew and English Lexicon of the Old Testament*. Grand Rapids: Baker, 1987.

Freedman, David Noel, ed. *Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

Kittel, G., and Friedrich, eds. *Theological Dictionary of the New Testament (TDNT)*. 10 vols. Grand Rapids: Eerdmans, 1964-1976.

Koehler, L., W. Baumgartner, and J. Stamm. *Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Leiden: Brill, 2001.

Kohlenberger, John R. Edward Goodrick, and James Swanson. *The Exhaustive Concordance to the Greek New Testament*. Grand Rapids: Zondervan, 1995.

Kohlenberger, John R. and James Swanson. *The Hebrew-English Concordance to the Old Testament*. Grand Rapids: Zondervan, 1998.

## VITA

Name  
Street Address  
City, State Zip Code  
Phone:  
(Home)  
(Office)

## EDUCATIONAL

Degree, University/College, Year Graduated  
Degree, Graduate School, Year Graduated  
Degree, Institution, Year Graduated

## MINISTERIAL

Title, Church/Entity/whatever, City, State, Years Served  
(list all positions in order of service, first to present)

## PROFESSIONAL

Position, Name of Association/Organization, Years Served  
(list all professional positions served in order of service, first to present)

## PROFESSIONAL SOCIETIES

Member, Name of Association/Organization, Years  
(list all organizations, first to present)

Shurden, Walter B., *Hints on Writing a Critical Book Review*. Nashville, Tennessee: Broadman Press, 1972. 278 pp. \$3.50.

### **Biographical Sketch of the Author**

The purpose of this portion of the review is to comment on the author's (translator's or editor's) competence or incompetence in writing the book. The reviewer should illustrate specifically how the author's background, academic training, vocational pursuits or other experience prepared, or failed to prepare, the author for writing the book.

The idea is to help the reader of the review understand the book by explaining the author. Details about husband, wife, children, or all schools attended are unnecessary except as those facts help the reader interpret the work. This section should be no longer than one-half page typewritten.

### **Summary of the Contents**

Here the book critique focuses on the contents of the book. You are to give the reader of the review a thorough introduction to "what the book is about." This section should be no longer than two typewritten pages.

A good rule to follow is: Try to make the first sentence of the summary as comprehensive and exhaustive as possible. In other words, summarize the book in one sentence. The remainder of the summary should be an elaboration of the "comprehensive sentence." A common weakness in this section is that students summarize the first half of the book, begin to run out of space, and then slight the latter half. Do not do this! Another common weakness in the "summary of contents" section is bogging down in minute details. The review should introduce the reader to the forest, not to each

individual tree. With only two pages, the review writer must concentrate on the significant and unique. Omit the least significant and carefully and logically organize the summary. It should be balanced, focusing on all major points of interest.

### **Critical Evaluation**

This is by far the most important section of the book review. A “critical book review” is not merely a summary of the book’s contents; it is a critical evaluation of how the author handled the contents. Before writing your own critical book review you may want to read some critical reviews of the subject volume in professional periodicals.

This section is for the student’s reaction to the book, whether positive or negative. Because books, like people, are different, one can never impose a predetermined set of critical questions on a book. Examples of some questions which are often used to evaluate a book are: What was the author’s purpose? Was it achieved? Why? Why not? What was unique about the book? Were there any unusual historical, theological, or literary traits? What biases (theological, philosophical, liberal, fundamentalist, denominational, hawk, dove, etc.) are evident? What good is the book? Who ought to read it? (Please avoid the cliché, “Every sincere Christian ought to read this book.”) What can the book and author teach us? Evaluate the work on the basis of your experience and education, not just personal opinion. The author may not have been writing so you would “like” his or her work.

Remember, a critical review is written for people who have never read the book, so take nothing for granted. Do not assume that the person reading the critical review knows anything about the book’s contents, the author’s point of view, or the author. You are to explain and criticize the work for everyone else. Be specific in criticisms by

avoiding general statements which tell a reader nothing. Example: One student, in reviewing Roland Bainton's classic biography of Martin Luther, wrote, "Bainton defended Luther's action against the Roman Catholic Church." If Bainton, in fact, did that, it is an important observation. But how did he? Be specific and illustrate with particular details. The "critical evaluation" is not to exceed five typewritten pages and should not be less than two pages. This would yield a four to seven page length for the body of the review.

As with all formal papers, a critical book review should be well written. The following are a few stylistic suggestions for you to keep in mind: (1) Limit first person in formal writing. While it is no cardinal sin in literary circles to use first person frequently, one should learn to write without "I," "we," "my," or "mine." (2) Limit contractions in formal writing. Again, this is not a serious offense, but one should be conscious of the informal usage. (3) Avoid colloquial or trite expressions. Example: "The author begins by saying...", "The author says first of all...", "at this point in time," "impact" (used as a verb as in "the statement impacted me"). (4) Use a dictionary. Do not rely on computer spell and grammar checking programs. Midwestern students are expected to be fluent in English. Spelling errors and errors in word usage ("there" for "their") indicate sloppy work. Proof-read all papers for spelling, typing, and grammatical errors. Reading one's review backwards may help one find errors one usually overlooks. (5) Vary the style of writing. Begin sentences differently and use a variety of simple and some complex sentences. Do not begin sentences with "it" or the meaningless "There is (or are)" or with "that" unless followed by a noun. Good writing has a certain style. (6) Avoid verbosity. When not knowing what a word means, consult a dictionary. Then, do not forget it. Too

many words and too many big words used to try to impress a reader interrupt reading instead of enhancing it. (7) Organize the paper in order to avoid repetition. Seldom can writers justify wasting the reader's time with statements beginning "As I said previously..."

### **Other Matters**

The material above is adapted from the book identified in section one. In addition, the following material is offered for those unfamiliar with academic writing.

As an aid to the reader, the centered heading most often marks off sections of a paper. A writer may make divisions within a larger section, if needed, by the use of freestanding side-headings or paragraph side-headings. Please consult the section of this style manual dealing with the use of levels of subheads.

### **Form**

Form matters! Discipline is required in order to present one's ideas in a useable form. A reader may discount a writer's arguments and research if the presentation of the material is sloppy or inappropriate.

Form Guides: Generally, *The Midwestern Style Manual* (current edition) is an adequate tool for matters of form. Other style guides may be consulted if necessary, such as *Form and Style in Thesis Writing* by William Campbell. Such works will often provide all the student needs in order to do a superb job of presenting his or her work.

Footnotes: The student may need to use footnotes when using other sources to review a book. In most cases, the student should use parenthetical references - putting a citation in the body of the paper, e.g., (Kelley, 51) when writing a book review. Students unfamiliar with academic writing need to understand the purpose of parenthetical

citations and footnotes. William Campbell has given four purposes for footnotes. He has written that they may be used:

1. To amplify the ideas or information beyond the point made in the text,
2. To support statements of fact that are not common knowledge,
3. To acknowledge the source of one's information whether quoted exactly or paraphrased or presented in substance,
4. To provide cross-reference to another part of the paper.<sup>63</sup>

Despite the tediousness sometimes required to make good notes, the work is quite helpful for both the reader and often, at a later time, the writer. Notes enable the reader of the paper to use the writer's research as a means of gaining further knowledge. In addition, careful use of footnotes affords the student the opportunity to demonstrate the quality of research underlying the actual text of the paper. Furthermore, the requirement of footnotes to acknowledge one's sources is not simply the requirement of the professor; it is a matter of law. Judicious use of footnotes may prevent accusations of plagiarism (using someone else's ideas or words without acknowledging the source), which is a crime. A student can be prosecuted or sued if caught, and is also subject to disciplinary measures imposed by the school for the crime of plagiarism. Note the following paragraphs on the subject of plagiarism:

Plagiarism is theft, the stealing of another's ideas or words. Research assignments, exegeses, book critiques, etc., often require students to refer to the work of others through print or electronic media. Indeed, professors typically require students to access, understand, and, sometimes, use the research, writing, and speaking of others. Students must then know how to avoid plagiarism and how to properly reflect the student's research and study.

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<sup>63</sup>William Campbell, *Form and Style in Thesis Writing*, 3d ed. (Boston: Houghton Mifflin Company, 1969), 23.



The simplest way to avoid plagiarism is citation, giving information about the source of the information used. Most students recognize the need to use footnotes or endnotes as a way of citing the sources of quotations or little-known facts. However, since re-writing information (paraphrasing), borrowing approaches, or using other's ideas without citing the source implies that the information, approaches, or ideas originate with the student. Even here the student must indicate the sources. When in doubt, cite.<sup>64</sup>

One should always cite, indeed. Always remember, "Thou shalt not steal."<sup>65</sup>

### **Bibliography**

The last element in the book review is a bibliography. A bibliography is not required when the student cites only the book being reviewed by using parenthetical references, or if only one or two other sources are footnoted. Students using more than two footnotes from outside sources should create a bibliography. In the bibliography the student needs to record full and accurate bibliographic data on all materials used to research the paper. (The data are similar to data used in footnotes but the form is different.) This will enable the writer to go back and continue the study at a later time. It will also make the paper valuable for other students and researchers interested in the same or a similar topic.

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<sup>64</sup>Campbell, *Form and Style*.

<sup>65</sup>Ex 20:15 (AV).

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