



Thesis Handbook

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Section One: *Thesis Guidelines*

The Master of Arts Thesis is designed to be a rewarding culmination of graduate studies. Although the thesis requires much time and effort, it does not have to be a daunting undertaking. The **CEDS** staff designed this handbook to ease the process and to help the student succeed. Furthermore, this handbook will provide students, thesis readers, and professors with general guidelines for the preparation, format, and submission of theses. These guidelines provide answers to the most frequently asked questions concerning the preparation of theses at **CEDS**. Although this guide minimizes the possibility for misunderstanding or uncertainty concerning final preparation and submission of the thesis, it is not designed to answer all possible questions. The student should consult Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 7th edition,¹ on specific matters of style, documentation, and format not addressed here.

Nature and Purpose of a Thesis

The master's thesis is not simply one more task to scrape through at a minimal level in order to get a degree. The thesis should be a learning experience for the writer in which s/he exhibits his/her ability to analyze existing literature in a chosen specialty and create one's own concepts or program, using proof and support in depth.

While the thesis usually involves an examination of pre-existing work in a given field, it is not simply a regurgitation of the ideas of other scholars. The thesis should be focused around the author's own ideas; the ideas of other scholars should be used for illumination, support, and development of the work of the thesis writer.

At every stage from the choice of subject through the writing of the thesis, the writer's advisor should be consulted for advice in bibliography and research methods, as well as for advice on the choice of and feasibility of a given subject.

Quality Standards

Since one copy of each degree thesis at **CEDS** is kept on permanent display in the library as evidence of the intellectual quality of research at **CEDS** and on a more personal level, of the student's abilities, research and writing both need to be at the highest level of style, clarity, and depth.

Grammatical and stylistic correctness are a given. Specific information on use of pronouns, format, and documentation are given elsewhere in this work and in Turabian. Spelling should follow standard American spelling as preserved in any standard dictionary. Grammar and stylistic information is obtainable in many works, especially *Elements of Style*, by Strunk and White or Fowler's *American English Usage*.

¹Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed., revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2007).

Clarity and correctness can be preserved by consultation with the student's advisor at all stages in the preparation of both the initial rough draft and final draft.

The student should strive for a level of intellectual sophistication compatible with the educated non-specialist in the field such as a pastor with a M.Div. degree or a professional in another allied field. Assume the reader for the paper is a person who has a general knowledge of the Bible, such as your classmates. That is, the writer does not have to explain everything as if the reader has no biblical knowledge at all. Further help in style can be obtained by examining a variety of theses in fields similar to the writer's in the collection on display in the library.

Research materials need to reflect the most recent thinking in the field as well as a wide spectrum of past opinion on the subject. Theses particularly in the social science area where research materials used are primarily more than twenty (20) years old need to be reexamined to be sure that recent thinking in the field has been adequately represented. Research materials used for support should be scholarly and objective in nature. Popular works need not be ignored, but they should not comprise the majority of research materials used. Sources exclusively from one limited area whether theological, denominational, or parochial need to be supplemented by a wider range of scholarly opinion.

Interviews and unpublished speeches can be used as research materials when supported by other more objective forms of research. Instructions for documenting such materials are to be found in Turabian, 17.6.

Doing Research

Proper research is important to having a good thesis. Research requires time and energy; however, seek out time saving devices such as computer databases when possible. The student will have to go to a research library and will have to read books and journal articles. In doing research, not only is it imperative to read but also it is important for the student to take notes and record where one found particular information.

Here is a list of some of the research facilities available in the Piedmont North Carolina area:

John Wesley College – The Temple Library is available to the student to check out books and get inner library loans. John Wesley has hard copies of *Index of Christian Journals* that may be helpful but will be limited. JWC also has *ProQuest*, an online database for researching journal articles. The JWC Librarian has access to other databases and can do searches on request.

Guilford College – Books, but not much help for finding journal articles.

High Point University – *Humanities Abstract*, *Philosophy Index*, *FirstSearch* on Computer.

Wake Forest University – *ATLA* computer database and major research library. This is the best place to go in this area.

Elon University – *Religious Index One* in hardback, *Humanities Index*, *FirstSearch* on computer.

Greensboro College – *Religious Index One* in hardback, Biblical Studies search on CD ROM.

Southeastern Baptist Theological Seminary – SEBTS has a good research library and has computer capabilities.

Don't forget about **Duke University, UNCG, UNC Chapel Hill, NCSU**, and other schools in the area.

Thesis Content and Outline

Content – Under normal conditions, the thesis for the Master of Arts degree should be a minimum of 75 pages in length, but no more than 110 pages. This length would normally be divided into a minimum of four chapters.

The first chapter should accomplish two things. It should prove the scholarly and or practical need for the thesis and it should set out the main outlines of the structure and organization of the concept and its division into chapters. The first task, proving the need of the thesis, is best accomplished by a concise review of history of scholarly research and/or other programs used to solve the problem or issue involved.

The final chapter of the thesis should do more than summarize the writer's ideas. The author of the thesis should present areas of investigation for additional work on the problem or issue.

Outline – While M.A. Theses will vary in composition according to the topic or issue, most will follow the following paradigm:

Chapter 1 = Introduction. Introduce the thesis so that this chapter briefly (a) explains what and why (a rationale) of the issue/topic investigated (researched), (b) identifies the research design and what results are anticipated, and (c) previews the remaining chapters. Chapter one probably will look much like the proposal, but will be written in past tense instead of future tense (estimate: 8-10 pages).

Chapter 2 = Background of the Topic/Issue. Provide a biblical-theological and theoretical basis for the thesis by identifying and explaining the issue, defining relevant terms, outlining previous research, identifying problems with the research, etc., (estimate: 15-20 pages).

Chapter 3 = Procedure and Research. This is the heart of the thesis. Here, the issue is addressed in detail (estimate: 50 pages).

Chapter 4 = Conclusions and Implications for Further Study. Make a case for what a reader may be able to generalize from this particular study and what other research questions this study raises for further investigation (estimate: 8-10 pages).

Appendixes. Include any research instrument, such as a survey or curriculum that the student may have used.

Bibliography. Include any resources consulted and/or used for writing the thesis. Do not include resources that were not used in some manner just to fill space (6-8 pages). The reader will assume all listed resources were at least consulted.

Procedure and Deadlines

Students should consider and explore potential topics for the thesis early in their Master of Arts program. Students will receive instruction concerning how to research and to prepare the thesis in the RS610 course.

Registration – The Master of Arts student must register for this course in the Spring B semester of the year prior to the semester of anticipated graduation. The student must be enrolled in **RS 610: Thesis** in order to write a thesis proposal, hold conferences with the Thesis Director or faculty advisor, and to complete the thesis.

Thesis Timeline and Deadlines –

Date	Item
Spring B	<ul style="list-style-type: none"> • Register for RS 610: Thesis • Proposal due week four of the course
End of Spring B	<ul style="list-style-type: none"> • First draft of the first two chapters due to the Thesis Director.
December 15th	<ul style="list-style-type: none"> • First draft of completed thesis due to the Thesis Director and faculty advisor.
March 1 st	<ul style="list-style-type: none"> • A final draft that includes any changes required by the faculty advisor or Thesis Director due to the Thesis Director.
April 15 th	<ul style="list-style-type: none"> • Three (3) originals of final thesis with all corrections due to the Thesis Director’s Office. <i>It is the student’s responsibility to obtain signatures on both copies of the approval page.</i>
May	<ul style="list-style-type: none"> • Graduation, receive Master of Arts Diploma.

Choosing a Topic

A topic should be broad enough so that a student can find ample resources but narrow enough so that the topic can be covered thoroughly in the allotted space. Students tend to choose too broad a topic. If the topic has entire books written on it, it is too broad. For example, the topic of “Leprosy in the Bible” is too broad to be covered in the defined pages. However, one might choose “The Leprous Man in Matthew 8:1-4” if one wanted to cover all the social barriers cross by both Jesus and the sick man. If the student finds incredible amounts of material as he or she researches the topic, then consider narrowing the topic or finding a new topic.

Finding a topic can be a daunting task but it need not be so. Possible ways of selecting topics are as follows:

- Term paper that was written during your studies. Did one topic really intrigue you?
- Select a type of thesis before selecting a title. Types include: exegetical, analytical, polemical, historical or chronological, apologetic, descriptive, prescriptive, experimental, and evaluative.
- Is there a question that came up in one of your class that you found of interest?
- Have you found something in your reading?
- Avoid something that other people have overworked. The thesis would repeat what others have already said.
- Professors or students may mention a topic in informally conversation. Listen for them!

When an idea seems to be generating some exceptional interest for the student, the student should attempt a tentative outline of various approaches to the subject. The student should outline the aspects of this theme that seem to merit consideration. After these attempts, a bibliography on the subject should be collected followed by general reading on the subject. Be aware of the danger of forming a firm, yet premature, judgment as to the conclusions that the thesis will present. Don't rely too heavily on sources that support your position or treat lightly, dismiss offhandedly, or even neglect materials that present a differing view.

How to Write the M.A. Thesis Proposal

Purpose of Proposal – The purpose of the thesis proposal is to provide a “blueprint” for the student’s thesis. The blueprint needs to be precise enough that another researcher could follow and work this plan, but not so precise that it becomes redundant or verbose.

Description and Procedure of the Proposal – The proposal should follow the chapter divisions of the thesis and summarize the key elements. These elements are defined below. The proposal will be sent to the Thesis Director for approval. Typically, the proposal should not exceed ten (10) double-spaced pages. The student must obtain approval of the thesis proposal before proceeding to write the first two chapters of the first draft of the thesis. More specifically, the proposal previews the thesis and will look very much like the **first chapter** of the thesis. The written proposal should be between 6-10 pages (title page and bibliography extra) and include the following elements:

- Title Page according to the format defined in this handbook.

- **Introductory Statement (1-2 pages).** In writing the proposal, the student should begin with an introductory statement, including a statement of the problem or issue, organization of the study, and the purpose of the thesis. **TEST:** Does the reader of this proposal have “the big picture” of why you want to do this study and what you are going to do?
- **Background of the Proposal (2-4 pages).** This section should include the following elements:
 - Indicate the background to your interest in the subject and the relevance of the subject for research.
 - Point out what scholars have done with the subject to this point.
 - Give a statement concerning adequacy and accessibility of sources.
 - **TEST:** Is it clear what line of study or research will serve as a foundation for your study?
- **Methodology and Content (3-5 pages).** This section should include the following elements:
 - State research methodology, including data, procedures and techniques, methods of treatment, and an analysis of how the methodology of research will answer the problem or issue. This is not a statement on the conclusion(s) of the research but how one will reach the conclusion(s).
 - Provide a proposed outline or table of contents, subject to modification as the thesis develops. In a section following the outline, indicate in a few sentences the thrust of each section.
- **Bibliography (at least 2 pages).** Include a working bibliography of the student’s materials for research. Include books, periodicals, dissertations, theses, pamphlets, and any other materials.

When the student completes the proposal, the student should have a good working knowledge of the progression of his/her thesis.

Important Guidelines for Writing the Proposal – The Master of Arts Thesis is a piece of academic writing, not a sermon manuscript, not an undergraduate essay. Therefore:

- Write in academic style, demonstrating the ability to write a formal dissertation.
- Employ the Turabian Style Manual (7th edition).
- Document your claims. Do not make sweeping generalizations or state claims that do not show up in the literature.

- Anticipate some revision. Most proposals are approved on the second or third submission.
- Be succinct and to the point. If it can be said in a paragraph, do not use a full page. If it can be said in a sentence, do not use a full paragraph.
- Do not be subtle; lay it out explicitly so that the reader can discern exactly what the student plans to do.
- Realize that a large percentage of the work on the thesis will be completed when the student submit his/her proposal. When the proposal is approved, the student must work on the thesis according to the way that the student proposed it. An approved proposal is like a contract. This is why the student must give sufficient evidence that the student has done sufficient work when submitting the proposal.
- If the student becomes stuck, contact the Thesis Director or your supervisor. Do not let time get away while wondering, “What do I do now?”
- Pray. This too can be a spiritual exercise.

Order of the Thesis

General Protocol – This subsection is designed to be a quick reference to guide you in completing the thesis. This form will not provide the student with all the necessary formatting requirements. The student will need to use the Turabian’s 7th edition writing manual and Section Two of this handbook. A few important formatting issues that the divinity school requires are listed below:

Order of Pages

1. Blank page.
2. Title page. See the sample provided.
3. Copyright page. See the sample provided.
4. Approval page. See the sample provided.
5. Dedication page. This page is optional.
6. Table of Contents.
7. Table of Abbreviations. This page is optional and is included only if the student used abbreviations in the thesis, especially for publications listed in the footnotes.
8. Other Tables. The student may include a Table of Lists or a Table of Illustrations. Any specialized table, other than the ones mentioned above, will go here.
9. Acknowledgments. This page is optional. The student uses the Acknowledgments page to recognize persons who significantly influenced the student’s work on the thesis.
10. Body of Text. This is the main body of the thesis and should include at least four (4) chapters. For the layout and content of the chapters, see the description above under the heading **Thesis Outline**.
11. Appendices.
12. Bibliography.

Title Page – The date on the Title Page indicates the month and year the degree is conferred, regardless of when the work was completed. The place on the Title Page is High Point, North Carolina. This page is not counted in page numbering. (See sample in Section Three.)

Copyright Page (optional) – Only the student who copyrights the thesis includes this page. On an otherwise blank page, the copyright information is typed and centered as found on the sample page. This page is not counted in page numbering. (See sample in Section Three.)

Approval Page – The approval page is counted as page one, but the number does not appear on the page. The Approval Page, which in respect to typeface, paper, etc., must be the same as the remainder of the thesis, and must be signed in black ink by all the readers. The date will be the date of the signatures involved. (See sample in Section Three.)

Table of Contents – The Table of Contents is composed of a list that includes at least the following elements with their page numbers: chapter numbers and titles, Bibliography, and appendix titles. (See Turabian p. 380 for a sample of correct format.)

Table of Abbreviations, Illustrations, Etc. – Other tables or lists follow the Table of Contents and are placed here. The Table of Abbreviations is placed first, if one is used. (See Turabian p. 384 for samples of correct format.)

Acknowledgments (optional) – The student need not include a statement acknowledging the routine assistance any student received from a professor and/or reader. Some students however may wish to express formal appreciation for some extraordinary assistance or support that made the completion of the study possible.

Body of Text – *CEDS* does not prescribe the exact order of presentation of the text itself, but as a book length document, the paper should be divided into three (3) or more chapters with appropriate titles. A preface is optional, as are subheadings within chapters. If subheadings are used, they should conform to Turabian (pp. 397-98). Thesis writers are cautioned that thesis chapters tend to be fairly short, thus too extensive use of subheadings creates a choppy, confused and disorganized impression. Only a bare minimum of subheadings should be used in order to organize the flow of argument.

Appendices – All charts, graphs, questionnaires, maps, tables, and other illustrations used in the thesis should be designed to comply with the margin rules of 1½ inches on the left, and 1 inch on the right, head, and foot of the page. Photocopying may be used if reduction in size is necessary to comply with margins. The tables and figures should be labeled and numbered in accordance with the style manual.

Bibliography – All sources cited and consulted should be listed here. A student may divide sources into categories (books, journal articles, world wide web, etc.) if the list is extensive.

Other Formatting and Style Issues

Notes – The divinity school requires footnotes at the bottom of the page. Endnotes, parenthetical references, author—date system, or reference list styles are not to be used.

Quotations – Quotations should be used only to a very limited extent. They should be used only when exact wording is necessary to prove the validity of the statement as in the statement of scientific laws or biblical references, or if the author’s own words are sufficiently creative or distinctive to make it impossible for the thesis writer to improve on them. Exact quotations are also useful if the statement is going to be analyzed or criticized, especially in a negative manner. If half or more of a page is quotations, quotations have been overused! In most cases, a summary or paraphrase in the thesis writer’s own words is more effective than a quotation. However, such a summary or paraphrase needs to be documented just as a quotation would be!

Biblical quotations should be documented with the standard abbreviations of biblical books used in research. Section Two of this handbook contains a list of abbreviations for biblical and apocryphal books.

Use of Bible Versions – Pick one version of the Bible and stick with it. The student should state in Chapter One which version is used. Such a statement will eliminate the need for footnoting the Bible. If another version is cited within the thesis, then the version used must be indicated in a footnote.

Binding – The binding cost for each of the originals is part of the graduation fee. One (1) of the originals will be kept in the divinity school library and one (1) in the **CEDS** office. The binding process takes approximately 3-4 months. The student will be contacted when the finished product is ready for pick up at the divinity school.

Copies – The final copy should be printed on a laser printer or carbon ribbon if done on a typewriter. It should be carefully proofread so that it is grammatically accurate and free of noticeable corrections. The two (2) final copies should be of professional printing quality on 8½ x 11” white 25% cotton fiber fine business paper, 20 lb. weight.

The student is responsible for ensuring that typing and duplication is completed on time. Only high-quality, clean copies will be accepted; therefore the student must exercise care in the selection of commercial duplicating services. The student should refuse to accept work that does not meet the standards spelled out in this guide.

The three (3) final copies need to be individually boxed in loose-leaf form. Do not bind them in any way. Make sure the three (3) approval forms are on top and have been signed by the student’s advisor and reader. Make sure that the boxed thesis is in the proper order for binding, with the exception of the approval page that should be placed on top.

The Use of Nouns and Pronouns – **CEDS** acknowledges that students with practical experience in ministry or counseling may wish to use portions of their own case studies or reports of actual incidents or dialogue they have observed. It is ethically important for **CEDS** as an institution to preserve confidentiality in all cases whether or not they concern students of the institution.

There are two (2) possible methods of preserving both factuality and confidentiality in the use of sensitive material. Either initials can be used or the names can simply be changed. No matter which method is used, **CEDS** recommends that the student change places and occupations in a manner sufficient to disguise the client's identity without destroying factual value. For example, if the client is a first grade teacher, he can become simply a teacher, if he lives in High Point, he can simply be identified as a North Carolina resident. If the identity of persons is disguised in the above manner, a statement should be placed in the Preface outlining the method used and the reason for it.

Since research papers and theses at **CEDS** are intended to be objective, factual accounts of ideas and conclusions based on research and experience, students should use third person pronouns under most circumstances. This means that the use of pronouns I and we and all forms of these pronouns should be confined to experiences the author has personally observed. Under most circumstances, personal opinions should be stated as fact and proved as such. Students can use "I" in the text in reference to their experience; however, this should be done sparingly. Do not use statements such as "this author thinks" since these statements sound artificial and not as one speaks.

Instead of forms of "we" and "you," choose another noun to describe the persons you wish to address. Some possible alternatives are words such as: Americans, citizens, Christians, believers, church members.

Inclusive/Bias Language – **CEDS** also does not have a statement of specific policy for use of inclusive language or avoiding bias in language. However, the student should avoid bias language (race, gender, ethnic, etc.) when possible. The use of the masculine pronoun for God is acceptable.

Other Formatting Issues – There are several other format items, all of which are discussed clearly and thoroughly in **Section Two** below and by Turabian. Some of these are: abbreviations, numbers, spelling, punctuation, hyphenation, capitalization, underlining, quotations, ellipses, margins, statistical tables, graphic illustrations, outlining, etc. Pay close attention to the subsection above called **Order of the Thesis**, which addresses items such as order of preliminary matter, blank pages, etc.

Review of Theses

The student's advisor and the Thesis Director will review the thesis for correctness of form, accuracy of typing, the use of correct paper and typeface, and other matters of format or style. These persons will be happy to answer questions concerning matters of form, policy and procedures for submission of theses, but it is the responsibility of the student and the advisors to ensure that the thesis maintains the highest standards of research, style, content, and format. The student must make required corrections on all copies.

A thesis must be approved and signed by the committee members and by the Vice President for Academics. All signatures must be in black ink for the sake of appearance and reproduction. Three copies must be submitted, each on the paper and in the style specified above.

Common Mistakes Made in Thesis Writing

Students must be diligent in the writing of the thesis to avoid some common pitfalls. Here is a list of the most common ones:

- Reliance on one author as an absolute authority, that is, not checking to find what other scholars say about the topic. Failure to research thoroughly.
- Straying off the topic.
- Choosing a topic too broad or too narrow.
- Failing to effectively proofread the thesis.
 - Grammatical inconsistencies.
 - Format inconsistencies.
 - Reliance on a spell checker.
 - Failing to read for smooth-flowing thoughts, sentences, paragraphs, etc.
- Improper notations.
- Failure to carefully read expectations.
- Plagiarism.
- Become concerned with page limitations and try to lengthen or shorten the thesis.
- Failure to be critical of a subject, mostly by excluding a differing opinion.
- Failure to communicate your intentions with the professor or dean concerning changes in the thesis.
- Drawing a conclusion before completing the research. Be aware of the danger of forming a firm, yet premature, judgment as to the conclusions that the thesis will present. Do not rely too heavily on sources that support only your position or treats lightly, dismiss offhandedly, or even neglect materials that present a differing view.
- Procrastination. This is the worst enemy of a writer and a student. It will catch you off guard and cause great harm. Work on the thesis regularly!!
- Inconsistency in style throughout the thesis. Check spelling and punctuation for consistency.

Plagiarism

Below is the **CEDS** definition and policy on plagiarism.

What Is “Plagiarism”?

Plagiarism is the theft or unattributed use of the intellectual property of another. Webster’s *Ninth New Collegiate Dictionary* provides the following definition of the word “plagiarize”: to steal and pass off (the ideas or words of another) as one’s own—to use (a created production) without crediting the source—to commit literary theft—to present as new and original an idea or product derived from an existing source.

Why Is Plagiarism an Issue for Seminary Students?

Educators have a traditional concern that material be credited properly as a part of the learning process. To this view the Christian minister adds a commitment to the worth of persons, to the importance of the search for truth, and to the integrity of belief and behavior. The prohibition of theft, at least as old as the Ten Commandments, extends to the misrepresentation of an individual’s most personal property: words and ideas.

The Carolina Evangelical Divinity School community considers plagiarism to be inappropriate to a minister. It also identifies plagiarism as an offense against the community and, as such, cause for disciplinary action, as noted in the *CEDS Student Handbook*.

In What Situations Should a Seminary Student Be Concerned about Plagiarism?

The opportunity for plagiarism exists in any presentation or exchange of ideas. It may occur in speech or writing. The context may extend from conversational and informal writing to public addresses and documented research. This range includes essays, reviews, class presentations, term papers, sermons, program notes, lectures, analyses, translations, take-home examinations, research projects, theses, and dissertations.

What Types of Borrowing Must Be Identified to Avoid Plagiarism?

Any borrowing of ideas or their expression which the creator might identify as personal intellectual property must be acknowledged. This is true no matter what type of source is used, whether it is authoritative or published, or of a less formal nature. This includes borrowing from another student, previous or current, with or without that person’s permission. Examples of borrowing include: direct quotations, indirect quotations, paraphrases, summaries, ideas or concepts, interpretations of facts or materials, views of disputed information, and results of field research.

How Should These Borrowings Be Identified in Order to Avoid Plagiarism?

Whatever the type of borrowing or the context of its use, the appropriated material should be attributed to its source. At the least, the name of the individual or source should be given with the material. In less formal situations, it may be sufficient to say or write: As _____ said “....” In formal writing, there are standard formats for documenting sources. The guide to this type of documentation at CEDES is *A Manual for Writers of Research Papers, Theses, and Dissertations*, by Kate L. Turabian, 7th edition and this handbook. The type of attribution necessary for a particular assignment or presentation is at the discretion of the professor.

Section Two: *Writing Style*

Master of Arts Theses for Carolina Evangelical Divinity School should be written using the following guidelines. The divinity school has chosen to use Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition. To simplify the task of writing, the divinity school has condensed the attached guidelines from that book. These guidelines are not exhaustive, but should cover the majority of issues a student may face when writing the thesis. If a specific issue is not addressed, the student should consult Turabian.

Page Layout

The Thesis must be typed according to the following format.

Margins

1. Leave a margin of 1 inch on each of the top, bottom, and right sides of the document. Leave a 1½ inch margin on the left side in order to allow space for binding.
2. Use left justification. The right margin should be ragged, not justified.

Type Face

CEDS requires that a 12-point character size be used. Footnotes may be typed in 10-point font; however, they must be of the same font style as the body of the text. Suggested fonts include Times New Roman, Arial, and Garamond.

Indentions

Indent paragraphs are one-half inch, unless other specific regulations are made. Block quotations are indented one-quarter inch or ½ tab.

Spacing

The text should be double-spaced, except for block quotation, notes, captions, legends, and long headings, which should be single-spaced. Place two spaces between sentences. Within text, a centered or left margin heading or subheading should be preceded by a triple space and followed by a double space.

Pagination

1. Assign a number to every page of the paper except the title page, copyright page, and blank pages. On pages with large illustrations, the numbers are not shown, but the pages are counted in the pagination.

4. Never divide initials used in place of given names. It is best to write given names or initials on the same line as the family name, but it is allowable to place all the initials on one line and the family name on the next:

Wrong: *J. / I. Packer*

Right: *C. S. / Lewis*

Punctuation

Period

1. A period is used at the end of a complete declarative sentence, a moderately imperative sentence, and a sentence containing an indirect question.
2. A period denoting an abbreviation and coming at the end of a sentence may serve also as the closing period of the sentence. If the sentence ends with a question mark or an exclamation point, the abbreviation period is retained:

The meeting adjourned at 5:30 p.m.

Was the committee meeting called for 8:00 p.m.?

3. Periods are omitted at the ends of items in a vertical list or enumeration, unless the items are whole sentences or paragraphs.

Question Mark

A question mark is used at the end of a whole sentence containing a query or at the end of a query making up part of a sentence.

Exclamation Point

An exclamation point is used to mark an outcry or an emphatic or ironical comment (avoid overuse of this device). Do not use multiple exclamation points as terminal punctuation (such as !!!).

Comma

1. In sentences containing two or more independent clauses joined by a coordinating conjunction (*and, but, or, nor, for*), a comma is placed before the conjunction. This is not a hard-and-fast rule, however; where the sentence is short and clarity not an issue, no comma is needed.
2. A comma is omitted before a conjunction joining the parts of a compound predicate (i.e., two or more verbs having the same subject).
3. No commas should be used when the elements in a series are all joined by the same conjunction (and, or, etc.).
4. When commas occur within one or more of the elements of a series, semicolons instead of commas should be used to separate the elements.

5. Interjections, conjunctive adverbs, and the like, are set off with commas when they cause a distinct break in the flow of thought:

Nevertheless, it is a matter of great importance.

It is, perhaps, the best that could be expected.

But note that when such elements do not cause a break in continuity and do not require a pause in reading, the commas should be omitted:

It is therefore clear that no deposits were made.

6. In using commas to set off a parenthetical element in the middle of a sentence, the writer must remember to include both commas:

The bill, you will be pleased to hear, passed at the last session.

7. A comma follows *namely, that is, for example, i.e.,* and *e.g.*

8. When a dependent clause or a long participial or prepositional phrase begins a sentence, it is followed by a comma:

After spending a week in conferences, the commission was able to write a report.

But a comma is usually unnecessary after a short prepositional phrase:

For recreation the major fishes or sails.

9. When each of several adjectives preceding a noun modifies the noun individually, the adjectives should be separated with commas:

It was a large, well-placed, beautiful house.

However, if the last adjective identifies the noun rather than merely modifying it, no commas should precede it.

His is the large brick house on the corner.

10. Use a comma to separate two identical or closely similar words:

They marched in, in twos.

Whatever is, had best be accepted.

Semicolon

1. A semicolon marks a greater break in the continuity of a sentence than that indicated by a comma. A semicolon should be used between the parts of compound sentence (two or more independent clauses) when they are not connected by a conjunction.
2. If the clauses of a compound sentence are very long and there are commas within them, they should be separated with semi-colons even though they are connected by a conjunction.
3. When used transitionally between the clauses of compound sentences, the words *hence, however, indeed, so, then, thus,* and *yet* should be preceded by a semicolon and followed by a comma.

Colon

Whereas the semicolon is used to separate parts of a sentence that are of equal significance, the colon is used to introduce a clause or phrase that expands, clarifies, or exemplifies the meaning of what precedes it.

Dash

1. The dash, which in printing is an elongated hyphen called an em-dash, in typescript consists of two hyphens without space between or on either side of them.
2. A dash or a pair of dashes enclosing a phrase may indicate a sudden break in thought that disrupts the sentence structure.
3. Breaks in faltering speech or interruptions may be indicated by dashes.

Parentheses

The principal uses of parentheses in the text of a paper are (1) to set off parenthetical elements, (2) to enclose the source of a quotation or other matter when a footnote is not used for the purpose, and (3) to set off the numbers or letters in an enumeration (like that in this sentence). The first use is a matter of choice, since both commas and dashes are also used to set off parenthetical material. In general, commas are used for material most closely related to the main clause, dashes and parentheses for material more remotely connected.

Quotation Marks

Direct quotations other than block quotations require double quotation marks at beginning and end. If the quoted passage itself contains a quotation that is set off with double quotation marks, those marks must be changed to single quotation marks. In a block quotation, however, the double quotation marks that appear within the original matter are retained.

Punctuation with Quotation Marks

Periods and commas should be placed inside quotation marks (even when the quotation marks enclose only one letter or figure); semicolons and colons, outside. Question marks and exclamation marks should be placed outside quotation marks unless the questions or exclamation occurs within the quotation itself.

Ellipses

1. An omission within a sentence is shown by three spaced dots:
In conclusion he stated, "What we require . . . is a new method."
2. If other punctuation comes immediately before the ellipsis, it is placed next to the word:

“We are fighting for the holy cause of Slavdom, . . . for freedom, . . . for the Orthodox cross.”

3. If other punctuation occurs immediately before a word that is preceded by ellipsis points, that punctuation mark is placed before the word, with the usual intervening space:
“All this is not exactly in S’s tradition . . . ; and it was not, as I recall, your style.”
4. An omission following a sentence is indicated by four dots. The first, placed immediately after the last word, is the period.
“When a nation is clearly in the wrong, it ought to say so. . . . I am only enunciating principles that we apply in our own case.”

Capitalization, Quotations, and Underlining

Capitalization

1. In all languages written in the Latin alphabet, proper nouns—the names of persons and places—are capitalized.
2. In English, proper adjectives—adjectives derived from proper nouns—are also capitalized.
3. In giving titles of published works in text, notes, reference list, or bibliography, the spelling of the original should be retained, but capitalization and punctuation may be altered to conform to the style used in the paper.
4. Capitalize *Bible* and *Scripture* but not *biblical*, *scriptural*, *godly*, or *godliness*.

Quotations

1. Short, direct quotations should be incorporated into the text of the paper and enclosed in double quotation marks. But a quotation of two or more sentences which at the same time runs to four or more lines of text in a paper should be set off from the text in single-spacing and indented in its entirety one-quarter inch (½ tab) from the left marginal line, with no quotation marks at beginning or end. This is a block quotation.
2. Quotations of poetry two or more lines in length should normally be set off from the text, line for line as in the original and centered on the page without quotation marks. Quotations of poetry may be double- or single-spaced, following the original as closely as possible:
*O taste and see that the LORD is good;
How blessed is the man who takes refuge in Him!
O fear the LORD, you His saints;
For to those who fear Him, there is no want.*

Underlining and Quotation Marks

1. Underline or italicize the titles of books, pamphlets, bulletins, periodicals (magazines, journals, newspapers), and long poems (such as *Paradise Lost*). Please be consistent in whichever method you choose (underlining or italicizing).
2. Titles of chapters or other divisions of a book, and titles of short stories, short poems, essays, and articles in periodicals are set in quotation marks.
3. Titles of unpublished theses, dissertations, and other papers are set in quotation marks.
4. Titles of long poems are underlined; titles of short poems are in quotation marks.

Abbreviations and Numbers

Abbreviations (Turabian chapter 24)

1. When referring to whole books or to whole chapters of the Bible, spell out their names:
Jeremiah, chapters 42-44, records the flight of the Jews to Egypt when Jerusalem fell in 586 B.C.
2. Whenever scriptural passages are cited by verse in a paper, whether in text, parenthetical references, or notes, abbreviate the names of the books. Do not place a period after the abbreviation. (See lists below.)

Old Testament

Gen	1-2 Kgs	Song	Obad
Exod	1-2 Chr	Isa	Jonah
Lev	Ezra	Jer	Mic
Num	Neh	Lam	Nah
Deut	Esth	Ezek	Hab
Josh	Job	Dan	Zeph
Judg	Ps (Pss)	Hos	Hag
Ruth	Prov	Joel	Zech
1-2 Sam	Eccl	Amos	Mal

Apocrypha

1-2 Esd	Wisd	Ep Jer	Pr
Tob	Sir or Sirach	Three	1-2 Macc
Jth	Ecclus	Sus	
Ad Est	Bar	Bel	

New Testament

Matt	1-2 Cor	1-2 Tim	1-3 John
Mark	Gal	Titus	Jude
Luke	Eph	Phlm	Rev
John	Phil	Heb	
Acts	Col	Jas	
Rom	1-2 Thess	1-2 Pet	

3. Reference to the Septuagint may be abbreviated LXX.
4. For eras, either B.C., A.D. or B.C.E., C.E. may be used. Era designations must be consistent throughout the paper and must be used with only its corresponding pair. Note that B.C., B.C.E., and C.E. follow the date while A.D. (Anno Domini) precedes the date. See Turabian p. 339.

Numbers

1. Spell out all numbers through twelve and then twenty, thirty, etc., through one hundred. All other numbers are written as figures.
2. A sentence should never begin with a figure, even when there are figures in the rest of the sentence. Either spell out the first number or, better, recast the sentence.

Footnotes

General Guidelines (Turabian chapters 16 and 17)

1. Student must use footnotes. Footnotes are placed at the bottom of each page.
2. Notes may contain either content (material which is relevant to the discussion, but would interrupt the flow of thought if introduced in the main body of the text) or reference.
3. Notes are arranged numerically. Numbering begins at one (1) at the start of each chapter.
4. In the body of the paper, the note number should be superscripted. It follows the punctuation mark, if any, except the dash, which it precedes. If the passage is an exact quotation, the note number comes at the end of the quotation, not after the author's name.
5. In the note itself, the note number is indented one-half ($\frac{1}{2}$) inch from the left margin, the same as paragraph indentation in the body of the text. (*If you are using Microsoft Word, you will need to change the automatic format to an indent of one-half inch.*) The note number must be superscripted.
6. Notes are single spaced, with one blank line between successive notes. Each note ends with a period.

7. Titles of journals, dictionaries, and other sources used frequently may be abbreviated by the initials of their names, without spaces or periods between the letters. These abbreviations are permissible in notes, but not in bibliographical entries. The first use of the reference must be a full entry, with the abbreviation in parenthesis at the end of the reference. Additional notes would use the abbreviation as a shortened reference to the work.

Theological Dictionary of the New Testament TDNT

Theological Wordbook of the Old Testament TWOT

8. The first time a work is mentioned in a note, the entry must contain the author's full name, the title, the specific reference (volume number, page number, etc.), and facts of publication. Once a reference has been cited in full, subsequent references to it should be in shortened form.

Books

For a book, the first full reference should contain the following information (as needed) in the order shown:

Name of author(s)

Title and subtitle, if any

Name of editor, compiler, or translator, if any

Name of author of preface, introduction, or forward (only if listed on the title page)

Number or name of edition, if other than the first

Name of series in which the book appears, if any, with volume or number in the series

Facts of publication, consisting of

Place of publication

Name of publishing agency

Date of publication

Page number(s) of specific citation

At times, examples in the following paragraphs show only the part of the note being emphasized in the instruction (i.e. title, author).

Author or Editor

1. For notes, give the name of the author in normal order, followed by a comma. The name should appear as it does on the title page or byline. For a work by two or three authors, give the full name in normal order, separating the names of two authors with "and"; and of three authors with commas, the last comma followed by "and." If a work has more than three authors, cite only the first name on the title page and follow it with "et al." No comma separates the name and "et al." A period always follows "al."

¹Alfred Martin and John A. Martin, *Isaiah: The Glory of the Messiah* (Chicago: Moody, 1983), 99.

2. Some works are produced by compilers or editors. List the names of the compiler(s) or editor(s), followed by "ed.," "eds.," "comp.," or "comps."

¹R. Laird Harris, Gleason L. Archer, Jr., and Bruce K. Harris, eds.

²Patrick D. Miller, Jr., and Paul D. Hanson, eds.

3. Many commentaries, dictionaries, lexicons, etc., are edited by one person(s), but another person writes individual articles within the book. The name may occur as a full name at the beginning or end of the article or it may be identified by abbreviation at the end of the article. The note must reference both the editor(s) of the volume(s) and the author(s) of the individual articles.

¹Edwin A. Blum, "John," in *The Bible Knowledge Commentary*, New Testament Edition, ed. John F. Walvoord and Roy B. Zuck (Wheaton, IL: SP Publications, Victor Books, 1983), 325.

4. Even if the title page includes a title for the author or editor (e.g., doctor), do not include it in the note except in the rare case in which it has significance for the subject of the paper.

Title

1. Enter the full title (and subtitle, if any) of a book as it appears on the title page. No punctuation is used between the title and the facts of publication. For an article in a periodical, enter the name of the article; follow with a comma and the name of the periodical. In the case of a chapter (or article in a book), follow the comma with the word "in" followed by the title of the book.

2. Underline or italicize the title of the book or the name of the periodical. Do not underline individual words, but rather underline the entire title including spaces. Be consistent with whatever you choose to use (italics or underlining). The titles of articles or chapters should be enclosed in quotes.

¹Abraham Malamat, "The Mari Documents," in *Ancient Israelite Religion*

²Frank Moore Cross, "Lachish Letter IV," *Bulletin of the American Schools of Oriental Research*

3. Use any punctuation on the title page of the book. Often, however, the title page may show no punctuation at the end of a line when a subtitle is included. In this instance, include a colon between the title and the subtitle. For example, the following shows the layout on the title page of one book with title and subtitle:

Men & Women
Enjoying the Difference

The note should be formatted by including the "&" (i.e., the word "and" is not substituted) and adding a colon following "Women":

¹Larry Crabb, *Men & Women: Enjoying the Difference*

4. If the title page contains in addition to the name of the author that of an editor, translator, or compiler, that name follows the title, being preceded by a comma and the appropriate abbreviation ("ed.," "trans.," or "comp.>"). The abbreviated stands for "edited by", etc., and thus is never in plural form:

¹U. Cassuto, *A Commentary on the Book of Genesis*, part 1, trans. Israel Abrahams (Jerusalem: Magnes, 1961), 35.

5. Information concerning the edition is required if the work cited is other than the first edition. This new edition may be a reprint edition, paperback edition, numbered edition, or named edition. Abbreviations are used to note the edition (e.g., “rev.” for revised, “ed.” for edition, etc.). If an original publishing date or original publisher is given, it must be included in the note. New printings by the same publisher are not listed. In the following example, the second edition was printed by the same publisher as the first edition:

¹Zane C. Hodges, *The Gospel Under Siege: Faith and Works in Tension*, 2nd ed. (Dallas: Rendencion Viva, 1992), 92.

In the following example, the first edition was published by Zondervan Publishing House (the title page did not list the place of the first printing), and the fourth edition, a reprint, was published by Schoettle Publishing Company:

¹Gerald B. Stanton, *Kept From the Hour: Biblical Evidence for the Pretribulational Return of Christ*, 4th ed. (n.p., Zondervan, 1956; Miami Springs, FL: Schoettle, 1991), 124.

General Facts of Publication

1. The facts of publication include the place (city), publisher, and date. A colon follows the name of the place, then one space, then the name of the publisher, followed by a comma, a single space, and the copyright date. If the name of more than two cities appears under the publisher’s imprint, the first name is the only one given in the note. For example, if the title page lists the following cities under the name of the publisher, “Nashville - Atlanta - Camden - New York,” the note would list only Nashville as the place of publication.
2. If the city is well known, the state need not be listed. If the city is not well known, however, the name of the state should be included, with the name of the state abbreviated using US postal codes:
(Minneapolis: Bethany House, 1985)
(Downers Grove, IL: InterVarsity, 1990)
3. Sometimes, some of the facts of publication are not given. If neither the title page nor the copyright page gives a place of publication, write “n.p.” (for “no place”). The same abbreviation (“n.p.”) is used if no publisher is given. Use a single “n.p.” if neither the place nor the publisher is listed. If no date of publication is listed, write “n.d.”
¹Susan T. Foh, *Women and the Word of God: A Response to Biblical Feminism* (n.p.: Presbyterian and Reformed Publishing, 1980), 23.
4. Words such as “Company,” “Publishers,” “Inc.,” and “Ltd” may be omitted when used with the publisher’s name. The word “Press” may be omitted unless it is used in reference to a university press, then the word “Press” must be included.
(Downers Grove, IL: InterVarsity, 1998)
(Chicago: University of Chicago Press, 2002)
5. If the title page of a book issued by a subsidiary of a publisher lists both names, the note should list both as well:

¹Harold H. Hoehner, *Chronological Aspects of the Life of Christ* (Grand Rapids, MI: Zondervan, Academic Books, 1977), 54.

6. Page numbers should list the precise pages to which the note refers. Do not use abbreviations such as “83f.” or “172ff.” Do not precede the page numbers with “p.” or “pp.”

Lexicons, Dictionaries, and Encyclopedias (Turabian 17.5.3)

1. In citing alphabetically arranged reference works such as encyclopedias, dictionaries, and lexicons, it is best to give the title of the article preceded by “s.v.” (*sub verbo*, “under the word”) rather than volume and page numbers. Usually, notes for dictionaries and encyclopedias omit the place of publication and publisher’s name. However, for biblical reference material, **CEDS** requires that the data be included. For Greek, Hebrew, or other foreign language articles, do not translate or transliterate the article title. Contrast the following examples:

¹*Webster’s Ninth New Collegiate Dictionary* (1989), s.v. “believe.”

²F. Wilbur Gingrich, *Shorter Lexicon of the Greek New Testament* (Chicago: University of Chicago Press, 1965), s.v. “πιστευω”

2. Articles may be signed (or initialed) by the author of the article or they may be unsigned. If the article is signed or initialed, cite the author of the article. In note one below, his initials at the end of the article identified the author. In note two, located in the same text, no author was listed:

¹R. K. Harrison, ed., *Encyclopedia of Biblical and Christian Ethics*, rev. ed. (Nashville: Thomas Nelson, 1992), s.v. “Divorce,” by S. J. Mikolaski.

²R. K. Harrison, ed., *Encyclopedia of Biblical and Christian Ethics*, rev. ed. (Nashville: Thomas Nelson, 1992), s.v. “Honesty.”

Multi-volume Works (Turabian 17.1.4; 17.1.5)

Multi-volume works are common in biblical studies. Typically, works may be of one author and bear the same title (note one below); or they may be by one author having different titles (note two below); or they may be by different authors bearing different titles, with the entire work carrying an overall title and having a general editor (note three below):

¹Johannes P. Louw and Eugene A. Nida, eds., *Greek-English Lexicon of the New Testament Based on Semantic Domains* (New York: United Bible Societies, 1988), 2:57.

²Lewis Sperry Chafer, *Systematic Theology*, vol. 3, *Soteriology* (Dallas: Dallas Seminary Press, 1948), 139.

³Simon J. DeVries, *1 Kings*, Word Biblical Commentary, vol. 12, ed. David A. Hubbard and Glenn W. Barker (Waco, TX: Word Books, 1985), 121.

Note that multi-volume works may be published over a period of time. If the works are complete, give the range of years published in the footnote (e.g., “1956–1968”). If the works are not complete, give the date the publication began and follow with a hyphen (e.g., “1985–”).

Journals and Periodicals (Turabian 17.2-4)

1. The first full reference of a journal or periodical includes the following, in the order shown:

Name of author(s)
Title of article
Name of periodical
Volume number or issue
Publication date, if any, in parentheses
Page number(s)

The place and publisher are normally omitted.

2. The title of the article is enclosed in quotation marks. The volume number is listed immediately following the title of the publication, with no punctuation. The date is enclosed in parentheses immediately after the volume number, followed by a colon, and the page number(s). If the issue is numbered, the issue number is given after the volume number:

¹James Dobson, “Why I Use Fighting Words,” *Christianity Today* 39, no. 7 (June 19, 1995): 27-30.

²Fred Smith, “The Care and Feeding of Critics,” *Leadership* 16, no. 1 (Winter 1995): 28.

Dissertations and Theses (Turabian 17.6.1)

Dissertations and theses should list the author’s name, followed by the title in quotes. In parentheses, give the description of the document, including the type of document, the institution, and the date. Page numbers are listed after the parentheses:

¹Dennis O. Wretlind, “An Exegetical Investigation of Financial Stewardship in the New Testament Church” (Th.M. thesis, Western Conservative Baptist Seminary, 1975), 81.

²Thomas Kem Oberholtzer, “An Analysis and Exposition of the Eschatology of the Warning Passages in the Book of Hebrews” (Th.D. diss., Dallas Theological Seminary, 1984), 23.

Electronic Documents (Turabian 17.5.7-9; 17.7)

Citations of electronic documents follow the same general form as citations of printed materials. The same basic information is needed: author and title of the particular item; name and description of the source cited; city of publication, if any; publisher or vendor (or both); date of publication or access (or both); and identifying numbers or pathway needed for access to the material. Electronic documents are not as stable as print documents. Therefore, information is often needed to locate electronic documents.

Please follow the guidelines below. Because of the wide variety of online resources, it is impossible to include samples for each kind of resource. Please use these guidelines keeping in mind the purpose of the footnote: to enable someone to locate the document from the information provided.

Book Online

¹Jonathan Edwards, *A Treatise Concerning Religious Affections*; n.p.; available from <http://www.jonathanedwards.com/text/RA/RAOutline.htm>; Internet; accessed 8 July 2003.

Electronic Book

¹J. K. Rowling, *Harry Potter and the Chamber of Secrets*, E-book (New York: Arthur A. Levine Books, 1999), 37.

Logos or Another CD-ROM

¹Charles Hodge, *Systematic Theology* (Oak Harbor, WA: Logos Research Systems, 1997), [CD-ROM] Logos Bible Software, Series X.

²Walter C. Kaiser, *Hard Sayings of the Bible* (Downers Grove, IL: InterVarsity, 1996), [CD-ROM] Logos Bible Software, Series X.

An Entire Internet Site

¹Mark Trigsted, ed., *JonathanEdwards.com* (Flower Mound, TX), available from <http://www.jonathanedwards.com>; Internet; accessed 8 July 2003.

Journal Article from Online Source (an internet publication with a print counterpart)

¹Charles Truehart, "Welcome to the Next Church," *Atlantic Monthly* 278:37-58, August 1996; available from <http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm>; Internet; accessed 5 May 1997.

Web Site Page or Article (without a print counterpart)

¹Matthew Thomas Farrell, "History of the Discovery of Thomas and Comments on the Text," n.p.; available from <http://www.miseri.edu/davies/thomas/farrell.htm>; Internet; accessed 5 May 1997.

Other Unpublished Materials

Because of the wide variety of unpublished materials available, it is impossible to list all the possibilities for notes. For more examples, see Turabian 17.6.

Scriptural References

Whenever scriptural passages are cited, whether in a note or in the text, use the abbreviations for the book(s) listed above (see "Abbreviations and Numbers," and Turabian chapter 24). Follow the chapter and verse numbers with the abbreviation for the version of the Bible from which the

passage is taken. The King James Version is assumed and does not require notation. If the version is widely used, only the abbreviation is needed (e.g., NASB for New American Standard, NIV for New International Version, and NKJV for New King James Version). If the version cited is less widely used, the first reference to it should include both the abbreviation and the name of the version spelled out. Subsequent citations require only the abbreviation. In note 1 below, a verse from the King James Version is cited. In note 2, a verse from the New American Standard Version is cited. In notes 3 and 4, verses from a less widely used translation are cited:

¹Gen 3:16.

²Eph 5:21-22 NASB.

³Gen 4:7 NEB (New English Bible).

⁴Gen 3:16 NEB.

Secondary Quotations (Turabian 17.10)

CEDS prefers the use of primary quotes, rather than secondary quotations. However, secondary quotations are sometimes unavoidable. In that case, both the original source and the secondary source must be noted:

¹Henry A. Ironside, *Lectures on Daniel the Prophet* (New York: Loizeaux Brothers, n.d.), 215-216, quoted in J. Dwight Pentecost, *Things to Come: A Study in Biblical Eschatology* (Findlay, OH: Dunham, 1958), 343.

Subsequent References (Turabian 16.4)

1. When a work has been cited in full form, later references should use a shortened form. This involves the use of shortened titles or the Latin abbreviation “*ibid.*” when appropriate. The abbreviations “*op. cit.*” and “*loc. cit.*,” formerly used in references, should no longer be used.
2. When references to the same work follow one another without any intervening reference, even if the references are separated by several pages, the abbreviation “*ibid.*” (for the Latin *ibidem*, “in the same place”) is used:

¹Alec Motyer, *The Prophecy of Isaiah: An Introduction and Commentary* (Downer Groves, IL: InterVarsity, 1993), 128.

²*Ibid.*, 145.

3. If only one work is used by an author, a subsequent reference separated from the original reference by one (or more) notes from other sources, only the author’s name and page number are needed, as in note three below. If a work has been identified in previous notes by an abbreviation, use the abbreviation in place of the author’s name (note four below).

¹Alec Motyer, *The Prophecy of Isaiah: An Introduction and Commentary* (Downer Groves, IL: InterVarsity, 1993), 128.

²Alfred Martin and John A. Martin, *Isaiah: The Glory of the Messiah* (Chicago: Moody, 1983), 99.

³Motyer, 167.

⁴*TDNT*, s.v., “πιστευω.”

4. If more than one work by an author is cited, subsequent references should contain the author’s name and an abbreviated title of the work cited (compare notes one and three below). The abbreviated title generally drops any subtitles and, if the original title is more than five words long, may not contain the entire title of the work. The shortened title must be the same each time it is used:

¹Erwin W. Lutzer, *Exploding the Myths That Could Destroy America* (Chicago: Moody, 1986), 107.

²Erwin W. Lutzer, *Pastor to Pastor* (Chicago: Moody, 1987), 105.

³Lutzer, *Exploding the Myths*, 109.

Bibliography

General Guidelines (Turabian, chapters 16 and 17)

1. The bibliography lists those sources used in writing the thesis and sources consulted for the thesis but not cited. The heading for this section of the thesis is “BIBLIOGRAPHY.”
2. Bibliographies differ from notes in the following ways:
 - a. The author’s name is listed last-name first, and the references are listed alphabetically.
 - b. The first line is flush left, with all subsequent lines, if any, indented one-half inch.
 - c. If a work has more than one author (or editor), only the first name listed is reversed.
 - d. In a note, commas and parentheses are used, but in a bibliographical entry, periods are used at the end of each main part (author’s name, title of work, and facts of publication). Bibliographical references to periodicals, however, retain the parentheses around the dates of publication when these follow the volume number.
 - e. Bibliographical entries are single spaced, with a single blank line between entries.
 - f. The title of the book or journal may either be underlined or italicized in the bibliography. Whichever format is used must be used throughout the bibliography.
3. In a succession of works by the same author, the name is given in the first bibliographic entry, and an eight-space underline ending with a period takes its place in subsequent entries:

Lutzer, Erwin W. *Exploding the Myths That Could Destroy America*. Chicago: Moody, 1986.

_____. *Pastor to Pastor*. Chicago: Moody, 1987.

Single Author (Turabian pp. 162-3)

Lutzer, Erwin W. *Exploding the Myths That Could Destroy America*. Chicago: Moody, 1986.

Multiple Authors (Turabian p. 163)

Martin, Alfred, and John A. Martin. *Isaiah: The Glory of the Messiah*. Chicago: Moody, 1983.

Author's Work Translated by Another (Turabian p. 164)

Cassuto U. *A Commentary on the Book of Genesis*. Part 1. Translated by Israel Abrahams. Jerusalem: Magnes, 1961.

Edition Other Than First, Published by the Original Publisher (Turabian pp. 170-1)

Hodges, Zane C. *The Gospel Under Siege: Faith and Works in Tension*. 2nd ed. Dallas: Rendicion Viva, 1992.

Edition Other Than First, Published by a Different Publisher (Turabian p. 171)

Stanton, Gerald B. *Kept From the Hour: Biblical Evidence for the Pretribulational Return of Christ*. 4th ed. N.p.: Zondervan, 1956; Miami Springs, FL: Schoettle, 1991.

Component Part by One Author in a Work by Another Author (or Editor) (Turabian 17.1.8)

Edwin A. Blum. "John." In *The Bible Knowledge Commentary*. New Testament Edition. Ed. John F. Walvoord and Roy B. Zuck. Wheaton, IL: SP Publications, Victor Books, 1983.

Separately Titled Volume in Multivolume Work with a General Title and One Author (or Editor)

Chafer, Lewis Sperry. *Systematic Theology*. Vol. 3. *Soteriology*. Dallas: Dallas Seminary Press, 1948.

Simon J. DeVries. *1 Kings*. Word Biblical Commentary. Vol. 12. Ed. David A. Hubbard and Glenn W. Barker. Waco, TX: Word Books, 1985.

Secondary Source of Quotation (Turabian p. 215)

Ironside, Henry A. *Lectures on Daniel the Prophet*. New York: Loizeaux Brothers, n.d. Quoted in J. Dwight Pentecost. *Things to Come: A Study in Biblical Eschatology*. Findlay, OH: Dunham, 1958.

Thesis or Dissertation (Turabian p. 194)

Oberholtzer, Thomas Kem. "An Analysis and Exposition of the Eschatology of the Warning Passages in the Book of Hebrews." Th.D. diss., Dallas Theological Seminary, 1984.

Lexical Entry

Gingrich, F. Wilbur. *Shorter Lexicon of the Greek New Testament*. Chicago: University of Chicago Press, 1965. S.v. "πιστευω."

Article in a Journal (Turabian 17.2)

Smith, Fred. "The Care and Feeding of Critics." *Leadership* 16, no. 1 (Winter 1995): 175-84.

Article in an Encyclopedia (Unsigned) (Turabian 17.5.3)

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Logos Research Systems or Other CD-ROM (Turabian 17.5.8)

If you are using Logos, you may allow Logos to format your Bibliography according to Turabian rules but you will need to add Logos Research Systems, Inc., with the version date of the system:

Archer, Gleason Leonard. *A Survey of Old Testament Introduction*. 3rd ed. Chicago: Moody, 1994. CD-ROM. Logos Bible Software, Series X.

Hodge, Charles. *Systematic Theology*. Oak Harbor, WA: Logos Research Systems, 1997. CD-ROM. Logos Bible Software, Series X.

Other Unpublished Materials

Because of the wide variety of unpublished materials available, it is impossible to list all the possibilities for notes. For more examples, see Turabian, 17.6.

Section Three: *Sample Pages*

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TITLE

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A Thesis

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Submitted to the Faculty of

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High Point, North Carolina

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In Partial Fulfillment

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of the Requirements for the Degree

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