



Graduate School of Theology and Ministry

PhD Program Research and Writing Manual

PRFT 949 Research Methods

GTHE 900 Dissertation

Oral Roberts University

This manual is dedicated to the first cohort in the ORU Graduate School of Theology and Ministry PhD Program—and all those to come.



³ I thank my God every time I remember you.

⁴ In all my prayers for all of you, I always pray with joy

⁵ because of your partnership in the gospel from the first day until now,

⁶ being confident of this that he who began a good work in you
will carry it on to completion until the day of Christ Jesus.

—*Phil 1:3-5 NIV*

TABLE OF CONTENTS

PART I: PRFT 949 RESEARCH METHODS	1
Overview	2
Developing a Research Strategy	9
PART II: WRITING AND REFERENCE SECTION	12
Example Pages	21
Common Mistakes	27
Form and Style	30
Formatting the Paper	48
ORU Library Resources	54
Footnote & Bibliography Examples	69
PART III: PHD DISSERTATION MANUAL	87
Overview	88
GTHE 900 Dissertation: Research Proposal	89
GTHE Dissertation: Writing the Text of the Dissertation	94
Dissertation Example Pages	97
Miscellaneous	121
Style Sheet Example	122
Submitting Dissertation for Final Approval	123
Dissertation Binding Checklist	124
Dissertation Publication by ProQuest	125
Fees for Dissertation	126

PH.D. RESEARCH AND WRITING MANUAL

Overview

This manual consists of three sections:

- Part I: For students in PRFT 949 Research Methods
- Part II: Reference Section (for all students)
- Part III: For students in GTHE 990 Dissertation

PREFACE

The *Ph.D. Research and Writing Manual* has been compiled for students in the Ph.D. in Theology at the Oral Roberts University Graduate School of Theology and Ministry (GSTM) Seminary. This manual supplements Kate L. Turabian's form and style manual, *A Manual for Writers of Term Papers, Theses and Dissertations* (9th edition), officially adopted by the GSTM. Other resources for this manual are Nancy J. Vyhmeister and Terry Dwain Robertson's book, *Quality Research Papers for Students of Religion and Theology*, 3rd ed.; *The Chicago Manual of Style* (CMS), 16th ed., and the *SBL (Society of Biblical Literature) Handbook of Style*, 2nd ed.

This manual has been designed, first of all, to provide specific introductory matter for the Ph.D. Research Papers and the Dissertation. Second, it outlines general form and style requirements and other requirements, along with examples. Third, it describes and illustrates the process of formatting dissertation documents. Fourth, it provides bibliographic and footnote examples that are not explicit either in Turabian or Vyhmeister and Robertson. Fifth, it lists books of the Bible, scholarly abbreviations, and Greek and Hebrew text citations. Finally, it lists current ORU Library Resources, and describes and illustrates the procedures for accessing these resources.

ACKNOWLEDGMENTS

The Administration and Faculty of the Graduate School of Theology and Ministry (GSTM) are pleased to provide this manual to assist Ph.D. students with their respective writing projects. Originally Dr. Cheryl Iverson and Dr. Kenneth Mayton have provided oversight for this manual, and they extend their gratitude to several individuals. They express appreciation to former GSTM Dean, Dr. Thomson K. Mathew, who has supported this project and provided the

necessary resources to bring it to completion. They are grateful for the valuable contributions made by Dr. Mark Hall, Sally Shelton, and Dr. David Hebert. They also extend appreciation to those who have diligently worked on this project over the years: Jake Davis, M.A., M.Div.; Melissa Miller, M.A., M.Div.; and Marlene Mankins, M.A. These assistants have demonstrated their dedication, academic excellence, technical skills, and organizational ability. This manual was revised by Dr. Eric Newberg, and adopted by the Ph.D. program. We believe this form and style manual will be a valuable resource for students in the completion of their respective degrees.

Dr. Eric N. Newberg, Ph.D., Associate Director of the Ph.D. Program

PART I

PRFT 949 Research Methods

PRFT 949 RESEARCH

METHODS: OVERVIEW

INTRODUCTION

All students coming into the PhD program should have a solid foundation for research and writing skills. Students are required to enroll in PRFT 949 Research Methods in **their first semester**. Students undergo a thorough introduction to academic research tools, resources, methodology, and strategy. An eight-step writing process is followed, and writing skills, grammar, and form and style are discussed at length. Students are also introduced to the proper way to write an annotated bibliography, an exegetical exercise, a word study, and a research paper, among other assignments. Students with additional challenges with writing are directed to go to the ORU Writing Center for additional help and training.

PRFT 949 SYLLABUS

PRFT 949 Research Methods is designed to enable the theological research student to acquire a degree of expertise in the use of the library's many facilities. The course emphasizes a working knowledge of research tools and research methodology, discusses selective problems in theological research, and addresses the scholarly process and modern information systems. Particular emphasis is placed on the theological bibliography and critical methods of reading, studying, and writing. The course also examines the basic form, content, and style of an acceptable theological research paper. While the Research and Writing Manual was created in part as a resource for PRFT 949, it will also prove valuable as a reference when doing assignments for other courses.

I. COURSE DESCRIPTION

This online course will equip students to research, structure, and develop scholarly work and guide them in the initial process of developing the research question they intend to address in their dissertation. Students will review the methods of academic research especially as they relate to theological studies and assess their suitability for their chosen research question. They will be introduced to the contemporary conventions of advanced academic research and publication and become acquainted with the standards for framing inquiries and gathering, organizing, and critically examining data.

Prerequisites: None

II. COURSE GOALS

The purposes of this course are to do the following:

1. Gain an understanding of the principal components of a dissertation proposal.
2. Develop proficiency in the use of scholarly research tools and the development of search strategies to gather information in various formats.
3. Practice writing clear, concise English suitable for scholarly publication.
4. Acquire an appreciation for the importance of self-understanding in the academic process and develop such a self-understanding through reflection on one's personal, cultural, and faith horizons, epistemological commitments, and hermeneutical priorities.
5. Gain a broad understanding of theological research methodologies—both qualitative and quantitative—and consider their suitability for the research question under consideration.
6. Develop the discipline of scholarly reading and critically assessing scholarship.
7. Develop a consistent method of managing research materials, including acquiring proficiency, in creating bibliographies and using a prescribed citation style.
8. Develop the ability to survey the literature related to a selected research question and synthesize it to assess what research has been done and what further research is needed.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Terminal Objectives (use measurable verbs)
 1. Summarize and evaluate Bernard Lonergan's theory regarding the importance of self-understanding in creative and scholarly processes. Apply Lonergan's theory by describing and assessing the strengths and limitations of one's personal, cultural, and faith horizons, epistemological commitments, and hermeneutical priorities.
 2. Demonstrate a broad understanding of the research methodologies applicable to theological studies—including both quantitative and qualitative methods. Select a research method for a given research question and discuss its suitability to that research.
 3. Demonstrate proficiency in selecting and using appropriate library research tools to identify, access, and cite research materials.
 4. Demonstrate the ability to comprehend and critically assess the scholarship discovered during the research process for the proposed dissertation topic, evaluate its value in terms of that topic, categorize the various materials – e.g. books, journal articles, and dissertations – according to their relevance to proposed dissertation chapters, and then

summarize and evaluate the gathered information to identify what research has been done so far and which areas require further research.

B. Unit Objectives

1. Unit I (Pre-Residential) – To write an essay that demonstrates self-understanding through an analysis of one’s personal, cultural, and faith horizons, epistemological commitments, and hermeneutical priorities.
2. Unit II (Residential) – To present a seminar paper on one or more research methodologies as assigned.
3. Unit III (Post-Residential) – To create a critically annotated bibliography and a literature review based on the bibliography.

Required Textbooks

Gilbert, Marvin, Alan R. Johnson, and Paul W. Lewis. *Missiological Research: Interdisciplinary Foundations, Methods, and Integration*. Pasadena, CA: William Carey Library, 2017. ISBN 9780878086337

Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Press, 2017. ISBN 9781462514380; ISBN 9781462529995

Lonergan, Bernard J. F. *Method in Theology*. Toronto, Ont.: University of Toronto Press for Lonergan Research Institute of Regis College, 1990. ISBN 9780802068095 Chapters 10–11 only (pp. 235–293). <https://ebookcentral.proquest.com/lib/oru-ebooks/reader.action?docID=3268370>

Turabian, Kate L. *Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th edition. Chicago: The University of Chicago Press, 2018. ISBN 9780226494425

Vhymeister, Nancy J., and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers for Students of Religion and Theology*. 3rd edition. Grand Rapids, MI: Zondervan, 2014. ISBN 9780310514039; ISBN 9780310514022

Recommended:

Chicago Manual of Style Online. 17th edition. <https://www-chicagomanualofstyle-org.oralroberts.idm.oclc.org/home.html>

Graduate School of Theology & Ministry. *Research & Writing Manual*. Revised edition. Tulsa, OK: Oral Roberts University, June 2017.
http://web.oru.edu/current_students/class_pages/grtheo/mmankins/Thesis%20Manuals/Grad%20Theology%20Research%20&%20Writing%20Manual%20to%20print,%208-7-17.pdf

Turabian, Kate L. *Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th edition. Chicago: The University of Chicago Press, 2018. ISBN 9780226494425 Available as Kindle e-book.

Vhymeister, Nancy J., and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers for Students of Religion and Theology*. 3rd edition. Grand Rapids, MI: Zondervan, 2014. ISBN 9780310514039; ISBN 9780310514022
<https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=5397532>

Selected Bibliography

Allen, Paul L. *Theological Method: A Guide for the Perplexed*. Guides for the Perplexed. London and New York: T&T Clark, 2012. ISBN 9780567019479
<https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=967758>

Anderson, Allan, Michael Bergunder, André Droogers, and Cornelis van der Laan. *Studying Global Pentecostalism: Theories and Methods*. Berkeley: University of California Press, 2010. ISBN 9780520266629
<https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=570667>

Archer, Kenneth J. "A Pentecostal Way of Doing Theology: Method and Manner." *International Journal of Systematic Theology* 9, no. 3 (2007): 301–314.
<https://oralroberts.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lsdar&AN=ATLA0001602419&site=eds-live&scope=site>

Archer, Kenneth J., and L. William Oliverio, eds. *Constructive Pneumatological Hermeneutics in Pentecostal Christianity*. Christianity and Renewal: Interdisciplinary Studies. New York: Palgrave Macmillan, 2016. ISBN 9781349954438
<http://ebookcentral.proquest.com/lib/ybp-ebookcentral/detail.action?docID=4773481>

Baehr, Jason. "Educating for Intellectual Virtues: From Theory to Practice." *Journal of Philosophy of Education* 47, no. 2 (2013): 248–262.
<https://oralroberts.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN332513289&site=eds-live&scope=site>

- Bevans, Stephen. "Models of Contextual Theologizing in World Christianity." In *World Christianity: Perspectives and Insights: Essays in Honor of Peter C. Phan*, edited by Jonathan Y. Tan and Anh Q. Tran, 146–160. Maryknoll, NY: Orbis Books, 2016. ISBN 9781626981690
- Bevans, Stephen B., and Katalina Tahaafe-Williams. *Contextual Theology for the Twenty-first Century*. Cambridge: James Clarke, 2012. ISBN 9780227679982 <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=3328518>
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- Cameron, Helen. *Talking about God in Practice: Theological Action Research and Practical Theology*. London: SCM Press, 2010. <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=3306170>
- Cameron, Helen, and Catherine Duce. *Researching Practice in Mission and Ministry: A Companion*. London: SCM Press, 2013. <https://ebookcentral.proquest.com/lib/oru-ebooks/reader.action?docID=3306199>
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE, 2018. ISBN 9781506386706. Available as e-text in Amazon. Paper copy on reserve in ORU Library.
- Creswell, John W., and Vicki L. Plano Clark. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: SAGE Publications, 2007. ISBN 9781412927918. Paper copy on reserve in ORU Library.
- Dahlberg, Lena, and Colin McCraig, eds. *Practical Research and Evaluation: A Start-to-finish Guide for Practitioners*. Thousand Oaks, CA: SAGE, 2010. ISBN 9781847870032. ISBN 9781847870049
- Dulles, Avery. *The Craft of Theology: From Symbol to System*. New York: Crossroad, 1992. ISBN 0824514564 Available in ORU Library.
- Edmonds, W. Alex, and Tom D. Kennedy. *An Applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, CA: SAGE, 2013. ISBN 9781452205090
- Herr, Kathryn, and Gary L. Anderson. *The Action Research Dissertation: A Guide for Students and Faculty*. 2nd ed. Thousand Oaks, CA: SAGE, 2015. ISBN 9781483333106 Held in ORU Library.
- Jaison, Jessy. *Qualitative Research and Transformative Results: A Primer for Students and Mentors in Theological Education*. Bangalore, India: SAIACS Press, 2018. ISBN 9789386549105 Held in ORU Library.

- Klenke, Karin. *Qualitative Research in the Study of Leadership*. 2nd edition. Bingley, UK: Emerald Group, 2016. ISBN 9781785606519 ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=4500561>.
- Pazmiño, Robert W. *Doing Theological Research: An Introductory Guide for Survival in Theological Education*. Eugene, OR: Wipf & Stock, 2009. Paper copy on reserve in ORU Library.
- Rudestam, Kjell Erik, and Rae R. Newton. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. 4th ed. Thousand Oaks, CA: Sage Publication, 2015. Paper copy on reserve in ORU Library.
- Smith, James K. A. "Pentecostalism." In *The Oxford Handbook of the Epistemology of Theology*, edited by William J. Abraham and Frederick D. Aquino. Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199662241.001.0001/oxfordhb-9780199662241-e-20>
- Stausberg, Michael. *Routledge Handbook of Research Methods in the Study of Religion*. London: Routledge, 2011. ISBN 9780415718448 <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=957447>
- Stephenson, Christopher A. *Types of Pentecostal Theology: Method, System, Spirit*. New York: Oxford University Press, 2013. ISBN 9780199916795 <https://oralroberts.idm.oclc.org/login?url=http://dx.doi.org/10.1093/acprof:oso/9780199916795.001.0001>
- Veeneman, Mary M. *Introducing Theological Method: A Survey of Contemporary Theologians and Approaches*. Grand Rapids, MI: Baker Academic, 2017. ISBN 9781493411542 <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=5215153>
- Vondey, Wolfgang, and Martin William Mittelstadt, eds. *The Theology of Amos Yong and the New Face of Pentecostal Scholarship: Passion for the Spirit*. Global Pentecostal and Charismatic Studies, vol. 14. Leiden: Brill, 2013. ISBN 9789004251748 <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=1207867>
- Yong, Amos. *The Dialogical Spirit: Christian Reason and Theological Method in the Third Millennium*. Eugene, OR: Cascade Books, 2014. ISBN 9780227175200 <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=3328831>

Description of Assessments

Personal Reflection Essay (Learning Objective 1): Students will write a 2,000-word essay containing (1) a summary discussion of the value of self-understanding according

to Lonergan and (2) a reflection on their personal, cultural, and faith horizons, epistemological commitments, and hermeneutical priorities particularly as they relate to their proposed dissertation topic.

Asynchronous Group Discussions (Learning Objectives 2, 3): Students will engage in online threaded group discussions on D2L. Each discussion will consist of a brief essay (200 words) responding to questions posed by the professor, followed by asynchronous dialogue.

Seminar Paper & Presentation (Learning Objectives 2, 3): Students will write a 2,500-word scholarly research paper on research methods assigned by the professor. The students will prepare a presentation using MS PowerPoint (or other presentation software) with an accompanying script to present the findings of their research method paper using Zoom during residency week.

Annotated Bibliography and Literature Review (Learning Objective 4): Students will create a bibliography of materials selected and read with the dissertation topic in mind and critically annotated. The bibliography should be organized by proposed dissertation chapters. Students will use the Library's research tools to identify and access these materials. The bibliography should include a *minimum* of twenty books, twenty journal articles, five dissertations, one essay from an *Oxford Handbook Online* and ten articles from subject encyclopedias or dictionaries. Each bibliographic entry will include a critically written annotation. The required *minimum* word length for the bibliography and the literature review combined is 5,000 words.

DEVELOPING A RESEARCH STRATEGY: STEPS TO PRODUCING A PHD LEVEL RESEARCH PAPER

A research paper should be your own creation, not a mosaic of others' works or ideas. Unfortunately, many of the research papers that are turned in to professors are, at best, cut-and-paste jobs taken from several books and a few journal articles on an assigned topic. Such a paper is nothing more than a quickly assembled report of other's research. It takes very little talent or work to produce such a paper, and it adds nothing new to the academic process. Research is not just a collection of quotations.

A research paper, however, develops when one has thoroughly investigated the topic under discussion, analyzed the material, and constructed the project in a new or creative way. The findings of the research may not be ground-breaking, but the manner in which they are presented should be original and clear. Such organizational processes can turn the average research paper into a treatise.

A quality research paper takes time. One cannot research and write the paper in one evening, or in an all-nighter. *A good rule of thumb is that for every page of text required, one should allow four to five hours for research and writing. Hence, a ten-page paper should take approximately forty to fifty hours of work.* That is the equivalent of two to three weeks of preparation and writing. Such a time commitment must be planned out and scheduled in advance. To construct such a paper, one must develop a clear, concise research strategy. There are eight steps to the successful production of a quality research paper.

STEPS

1. **DEFINE YOUR TOPIC:** *Pose a research question; propose a working hypothesis. Submit research question & working hypothesis.*
2. **DEVELOP A WORKING BIBLIOGRAPHY.** *Find relevant sources and take notes as you read. Keep a list of your sources, recording them in correct form for a bibliography.*
3. **FORMULATE A THESIS STATEMENT:** *Test your working hypothesis; do background reading and make an initial determination of the validity of the working hypothesis; modify your working hypothesis. Submit tentative thesis statement.*
4. **BUILD AN OUTLINE:** *Read at first to understand, then critically to engage (analyze and evaluate); take notes systematically according to a division of the topic. Submit preliminary outline of the paper with section headings, sub-points, and seminal sources.*
5. **CONSTRUCT YOUR ARGUMENT:** *Build your argument around an answer to your research question; refine your thesis statement by shaping it into a central governing argument; delineate supporting arguments based on logical reasoning and evidence. Organize chapters and sections so that they drive your argument.*

6. *COMPOSE A ROUGH DRAFT: Finalize section headings; define key terms; use quotations sparingly, opt for paraphrasing as much as possible; guard against plagiarism by documenting all sources with footnotes in correct form (follow guidelines in Turabian); compile bibliography; write introduction and conclusion lastly. Submit rough draft.*
7. *REVISE YOUR DRAFT: Watch for blind spots in your argument; check your introduction (include purpose, thesis statement, and organization of task) and conclusion (summary of major findings); check your paragraphs for coherence of ideas and transitions; do a spell check and correct typos; polish it up.*
8. *SUBMIT THE FINAL DRAFT*

RUBRIC FOR PHD RESEARCH PAPERS

Outcomes	Criteria	Level 4	Level 3	Level 2	Level 1	Level 0
1 –	Comprehensive knowledge of topic	Demonstrates an exemplary level of comprehensive knowledge of topic	Demonstrates a moderate level of comprehensive knowledge of topic	Demonstrate a low level of comprehensive knowledge of topic	Needs to acquire comprehensive knowledge of topic	Does not demonstrate comprehensive knowledge of topic
2 –	Mastery of area of specialization	Exhibits advanced mastery of an area of specialization	Exhibits intermediate mastery of an area of specialization	Exhibits beginning mastery of an area of specialization	Exhibits minimal mastery of an area of specialization	Does not exhibit mastery of an area of specialization
3 –	Formulation of a theorized methodology	Formulates a highly theorized methodology	Formulates a somewhat theorized methodology	Formulates the beginnings of a theorized methodology	Needs to work on a theorized methodology	Does not formulate a methodology
4 –	Spirit-empowered emphasis	Displays a definitive Spirit-empowered emphasis	Displays an adequate Spirit-empowered emphasis	Displays a minor Spirit-empowered emphasis	Needs to upgrade Spirit-empowered emphasis	No Spirit-empowered emphasis
5 –	Exploration of global context	Adeptly explores global context of theological work	Adequately explores global context of theological work	Minimally explores global context	Needs to upgrade exploration of global context	Does not explore global context
6 –	Original research of	Produces a high quality of	Produces a good quality of	Produces a promising	Needs to improve	Does not produce a work

	publishable quality	original research that is publishable	original research that could be publishable	attempt at original research	originality of research	of original research
7 –	Development of thesis and argument	Presents all ideas in a logical sequence for clear thesis development with a unified, cogent, and coherent argument	Presents most ideas in logical sequence for clear thesis development with a unified, cogent, and coherent argument	Presents some ideas in logical sequence for clear thesis development with a somewhat unified, cogent, and coherent argument	Presents ideas illogically for thesis development, lacking a unified, cogent, and coherent argument	Does not attempt to develop thesis with an argument
8 –	Evaluation of evidence	Superbly evaluates evidence for its pertinence and validity	Utilizes pertinent evidence but does not appraise its validity	Adequately utilizes some pertinent evidence	Inadequately utilizes evidence that is pertinent	Does not utilize evidence
9 –	Composition skills (grammar, syntax, spelling, word choice, transitions)	Displays perfect composition skills	Uses mostly correct composition skills	Makes several mistakes in composition skills	Makes excessive mistakes in composition skills	Unacceptable composition skills
10 –	Compliance with academic form guidelines	Precisely complies with form guidelines for layout and documentation	Largely complies with form guidelines for layout and documentation	Minimally complies with form guidelines	Mostly does not comply with form guidelines	Does not comply with form guidelines

PART II

Writing and Reference Section

This section, adapted from the Master's Research & Writing Manual is for students in PRFT 949 and GTHE 990.

Contents:

- Writing Skills
- Form and Style Requirements
- Formatting the Paper
- ORU Library Resources
- Footnote and Bibliographic Examples
- Hebrew and Greek Citations

WRITING SKILLS

I. Style and Grammar

Before exploring the typical patterns used to construct an argument, time needs to be spent on the rudiments of style and English grammar. In a student's attempt to sound scholarly, the individual may often use a long, complicated sentence, rather than a short, simple, concise statement. Instead of being written in crisp, clear sentences, the presentation is bogged down with excess and convoluted verbiage. Although this may add length to the paper (padding), it rarely adds any substantive material to the presentation. *The primary object of this course is to help students write clear and concise, yet comprehensive, research papers.*

One's ability to write well begins with a rudimentary understanding of the English language. Grammar is not a subject that excites most people. However, to be a good communicator, one must continually improve one's grasp of the English language. This process takes patience and practice. It may be helpful to look at a good college English book for review.

II. Punctuation

Most students can handle punctuation in simple sentence structures. The first letter in a sentence should be capitalized. A declarative statement ends with a period. An interrogative statement ends with a question mark. Commas usually set off parenthetical material. However, once the complexity of the sentence moves beyond this, students may have problems deciding whether to use a semicolon, colon, or a dash.

Punctuation can cause a paper to read poorly. To improve your punctuation skills, you may want to read chapter 1 of *The Elements of Style*, by William Strunk Jr. and E. B. White (2000). You may also refer to Turabian or CMS for specific questions.

III. The Paragraph: The Basic Unit of a Research Paper

A research paper reflects all the work you have done. It showcases your research. It demonstrates your ability to think logically. It exhibits your skill at developing a solid, well-constructed *thesis statement* and arguing it. Furthermore, it displays your competence in using the English language properly.

The basic unit that is used to convey your thoughts is the paragraph. In fact, a research paper is nothing more than a collection of paragraphs. The basic pattern for the paragraph is to state your topic for discussion, fully explain your topic, and conclude (and transition to the next paragraph). Each of these items should be at least one sentence long. *Hence, a "legal" paragraph must be at least three sentences long.* Lack of such a pattern leads to disorganization. This basic pattern for a good paragraph is illustrated below.

- **Topic Sentence:** The first sentence in the paragraph should either introduce the topic to be discussed or link this paragraph with the previous one. There is to be only one idea/concept to a paragraph.
- **Explanation/Discussion:** The next sentence(s) should amplify, explain, or argue the point introduced by the first sentence.

- Conclusion/Transition: The last sentence should conclude the discussion and act as a transition to the next paragraph.

Paragraph transitions are very important. They signal an end to the current train of thought and lead the reader toward the next item to be considered. For this reason, care should be taken never to omit transitions. In fact, the more subtle the transition, the stronger the argument. Transitions are the means of directing your reader.

In the final draft of your paper, you will polish your paragraphs. Examine each paragraph to ensure that it states exactly what you want it to say. Write persuasively, so you are selling your ideas to your reader. Paragraphs should be written in such a way that your sentences direct the reader's mind, so that it does not wander.

While reading your paper through before the final copy is printed, three questions need to be asked about each paragraph:

1. Is the idea in the paragraph prevalent?
2. Does this paragraph clarify or confuse the issue?
3. Does this paragraph belong here in the paper or somewhere else?

For further information, read Chapter 2 of Strunk Jr. and White.

IV. Paraphrasing

A paraphrase is a restatement of an author's material using your own words (but may include key words/terms from the author set off by quotation marks). It is not your opinion about the original quotation. (That can be given and discussed after the paraphrase within the text of a research paper.) When preparing your paraphrase of a quotation, you should always do the following:

- Read the source material carefully.
- Always introduce your paraphrase by identifying the author of the quotation that you are paraphrasing. This is especially important within the text of a paper, since you will not be using quotation marks to set off the material.

You need to be careful that the reader of your paraphrase is not left thinking that the material is your own, which would be plagiarism (see following section). Be sure you understand what the author is saying, as well as what the author is not saying. Do not misstate and/or misrepresent the author's material. Be sure to include all points made by the author.

Example 1

Quotation:

“My belief is that within the lifecycle of every believer there should be two distinct power levels. The first power level is experienced at salvation. The second power level should begin to develop when the individual is baptized with the Holy Spirit.” James Carroll Tollett, “‘Ye Shall Receive Power’—Venturing Forth into Life in the Spirit” (D.Min. proj., Oral Roberts University, 1986), 12.

Paraphrase:

James Carroll Tollett holds that in the course of their lives, all believers should experience two distinct levels of spiritual power—both the initial power of salvation and the succeeding power that begins with the baptism with the Holy Spirit.

Example 2

Quotation:

“Oil in the Book of Exodus symbolically represents the Holy Spirit (27:20). For example, the anointing oil is a type of the Holy Spirit, which is used to prepare worshipers and priests for godly service (30:31).” James Carroll Tollett, “The Holy Spirit at Work [Exodus],” in *Spirit-Filled Life Bible: NKJV*, ed. Jack W. Hayford (Nashville: Thomas Nelson, 1991), 83–4.

Paraphrase:

In his commentary on the Book of Exodus, James Carroll Tollett notes how the Holy Spirit is symbolized by oil. One example cited by Tollett is found in 30:31, when the Lord’s priests and His worshipers were prepared for their “godly service” service to Him by being anointed with oil.

Notice that both of the paraphrases of the above direct quotations clearly introduce/identify the author, do not misstate and/or misrepresent what the author said, and include/identify all the points made by the author.

V. Plagiarism

If you cannot paraphrase a passage without continually looking at it, you are probably guilty of *plagiarism*. Plagiarism is the failure to give credit to an author for statements or ideas which are not your own. Merely reversing the order of words or making cosmetic alterations in sentence structure is inadequate. *Plagiarism, whether intentional or unintentional, may be grounds for immediate dismissal from this university.* The University’s policy on plagiarism, stated on all ORU syllabi, is as follows:

Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU’s Honor Code: “I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- Failing to meet group assignment or project requirements while claiming to have done so;
- Failing to cite sources used in a paper;
- Creating results for experiments, observations, interviews, or projects that were not done;
- Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.”

For more information on plagiarism, go to the following page on the ORU website:
<http://www.oru.edu/current-students/my-academics/resources/plagiarism/>.

VI. Narrowing the Topic

During the narrowing process, you may limit your topic by acknowledging that there are other areas that could be developed, but those are not the intent of the study. You are not denying the validity and importance of those other areas. Rather, you are acknowledging their existence and stating that for the purpose of this paper, they will not be covered. At the same time, you are telling your reader what you *are* going to discuss. This is directing your reader to where you want him or her to go. It is, if you will, getting the reader to shake his or her head “yes.” The following illustrates this point.

Previously we discussed narrowing the topic using the illustration of “sanctification.” As we walked through the process of what this theological term meant, we discovered that it could be handled biblically or theologically (even those two categories could be broken down into smaller units). Thus, we could narrow the focus—or thesis statement—down to one particular view of sanctification—for example, positional sanctification. In introducing this topic, one could acknowledge the breadth of the subject, but explain that in this research paper, only a specific concept of the topic is going to be fully presented. Thus, prior to presenting and addressing the thesis statement, you have narrowed the topic significantly.

VII. The Basic Pattern for a Research Paper

The basic pattern for a research paper is very similar to that of the paragraph. It has three major components: Introduction, Body, and Conclusion. Each will be discussed below.

Introduction

A strong introduction makes a strong paper. If you can grab the attention of your reader in the beginning paragraphs, that reader will be more apt to follow your presentation through to its logical conclusion. In the introduction, you are asking your reader to agree with you from the very start. You begin with things that most people would generally agree upon—those things which are considered to be true. You are finding points of agreement for affirmation. Then, quickly narrow your discussion to your thesis statement.

The introduction introduces the reader to the specific topic under discussion. This is where the thesis statement is further defined, described, or explained and pertinent background information is given. Regardless of what one calls this section, it sets the foundational tone for that which follows.

The thesis statement, proposition, or main point is the controlling idea of the research paper. It is where you make your proposition, pose your question, or state your case. The thesis statement is not a riddle. It should chart out the entire scope of the project. To start with, you can fill in the blanks with the following formula: The purpose of this paper is to _____, in order to _____. You should put the thesis statement right up front, in the introduction: either in the first sentence of the first paragraph, or build up to the last sentence of the first paragraph. As

you are outlining or writing your paper, you need to check the paper's content against the thesis statement. If the material used does not help your argument—that is, support the thesis statement—then delete that material. Such a watchful eye will help you become a good writer while, at the same time, prevent you from doing the one thing that most college students do best when writing a paper: getting off topic.

Body

The body of the paper is a collection of paragraphs that explains or argues the thesis statement. Depending upon the topic, this section could be analytical, comparative, chronological, or exegetical in content. There are various means of presenting this material. However, regardless of the format, the major purpose of the body is to defend the author's thesis statement or proposition.

The body of the paper is the heart of your argument. In the introduction, you moved quickly from a general topic to the specific thesis statement. In the body, there is not the fast movement that there was in the introduction. This part of the presentation must be developed logically. Each point must be crafted carefully in order to move the reader from one paragraph to the next. Each paragraph should deal with only one argument or thought. The presentation will need to be specific, real, and concrete. *In the body of the paper, you are illustrating, explaining, and building your points.* When something needs to be defined, define or describe it clearly.

Early on in the development of the body, the researcher should anticipate possible objections and deal with them in a passive voice. The passive voice diminishes. You are not denying that potential problems exist, but you are not spending a great deal of time or energy on these issues. You are just stating the facts and moving on. After dealing with objections, move on to the positive aspects of your presentation. *Begin with your weakest argument and ascend to your strongest.* This process is referred to as moving from the lesser to the greater. Positive arguments should be presented in the active voice. When presenting an argument, the author may find it helpful to use one or more of four existing patterns. Those patterns are listed below:

1. **Chronological Order:** The chronological pattern explains each item of an argument in a sequential order. The chronological pattern would be appropriate for a paper involving a series of events, such as history.
2. **Comparison and Contrast:** The pattern of comparison and contrast presents the similarities and/or differences between persons, places, things, or ideas. This pattern is suitable when a topic can best be understood by distinguishing it from others in the same group. A good example would be the comparison of Arminianism and Calvinism.
3. **Cause and Effect:** The principle of cause and effect involves the presentation of events or forces that produce certain results. It will include speculation about how things might have occurred if circumstances had been different. The cause and effect pattern is often used when writing an interpretative history.

4. Analysis: Some topics can best be understood by examining the component parts. Once the topic has been broken down, the specific components can be examined and discussed. This was the process discussed earlier concerning the topic of “sanctification.”

A strong paper will present an argument in the introduction, develop and defend that argument in the body, and then give a succinct conclusion.

Conclusion

Concluding statements point back to the thesis statement. The conclusion draws the presentation to a close. It should *briefly remind* the reader of what has been read. Furthermore, it should also rephrase the thesis statement.

The conclusion is essential to completing the argument. It moves the reader from the thesis statement back to the broad perspective with which the paper started. Although it will contain a restatement of the thesis, it is more than just a vehicle to revisit that statement again. The conclusion serves as a way to remind the reader of what was read earlier. In the conclusion, do not simply list the points of your argument. Rather, rephrase your points using sharp, clear, and concise words. *It serves to wrap up or complete the theological argument(s) for the thesis statement or to fully answer or address the question posed by the thesis statement.* The conclusion is also the place to give any practical applications or recommendations to the reader (even if to say that further research is required to reach a more definitive conclusion).

VIII. The Rough Draft

Having a comfortable and efficient work environment is a positive factor in the writing process. Make your space as conducive to work as you can. Your computer monitor should be properly adjusted for your line of vision, and your chair should appropriately support your frame. Make sure that you have ample supplies close at hand.

When putting together a first draft, some people need to be secluded in a quiet place. Others may listen to music and have other distractions around that help them to stay focused. You will need to find out how to establish a work environment that works best for you.

IX. The Final Draft

The final draft of your paper should follow all required form and style guidelines. Appearance is what catches your reader’s attention first. If the appearance is correct and pleasing, your reader starts the encounter with a much better attitude than if it were not. If it appears that care has been given to a paper in proper form and style, it gives an immediate sense of well-being to the reader—and raises the author’s credibility. A carefully put-together paper demonstrates the eye-for-detail that the author has in even the smallest of matters. Also, a well-constructed paper, in the proper form and style, is simply easier to read than one that is not.

X. Editing and Proofreading

Between writing the first rough draft of a paper and turning in the final polished version, one must go through a process of revision and rewriting. Using some of the basic techniques of editing and proofreading will greatly help in this process. This actually requires one to “shift gears” mentally into a more detail-oriented, sharply focused mindset. Evaluate your writing for accuracy, clarity, coherence, consistency, and effectiveness. Use your computer’s grammar and spell-check, but remember that they are not foolproof—a word may be spelled correctly, but it may be the wrong word (there/their; bridle/bridal, etc.). You may have to revise your paper several times before all the issues are resolved—this is normal, and is part of the writing process.¹

Once you are satisfied with the content of your paper, read it again, checking to see that all form and style requirements are met (margins, formatting, etc.). Also check for inconsistencies in spacing, capitalization, etc. *Refer to the Form and Style section of this manual for guidelines.* And remember, *it is always a good practice to have another set of “peer editing eyes” view your paper before turning in the final copy.*

¹Information adapted from William A. Sabin, *The Gregg Reference Manual*, 10th ed. (New York: McGraw Hill, 2005), 349.

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Example Pages
and
Common Problems in Form and Style

**Reading maketh a full man,
conference a ready man,
and writing an exact man.**

—Sir Francis Bacon

*2" top margin
1" left, right, and bottom margins*



*Two lines in inverted
pyramid format for long
titles only*

TITLE OF YOUR
PAPER

Line 1

A Research Paper

Line 12

Presented to

Dr. Professor's Name

Graduate School of Theology and Ministry

Oral Roberts University

In Partial Fulfillment

Line 28

of the Requirements for the Course

PRFT 949 Research Methods

By

Line 36

Your Name

Month Day, 201__

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1" left, right, and bottom margins



Although the debate between the cultic/figurative and the literal interpretation continues, there is no doubt that Malachi calls for faithfulness between husbands and wives because marriage is grounded in the covenant between the husband and wife and Yahweh.¹ However, the traditional view identifies marriage as a covenant and one of the most important scholars to support this view is Gordon Paul Hugenerger. In his book, *Marriage as a Covenant*, he presents a thoroughly researched study in biblical ethics especially in the concept of marriage as held by Malachi and other Bible writers. Hugenerger argues that Malachi 2:14 refers to a literal marriage covenant and not to a figurative one as some scholars believe. Malachi 2:14 reads:

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right margin.*

וְאַמְרָתֶם עַל־מָה עָל כִּי־יְהִי הָעֵיד בֵּינָךְ וּבֵין אִשְׁתְּ נַעֲרֶיךָ אֲשֶׁר
אָתָּה בָּגַדְתָּהּ כִּי הִיא חֲבֵרְתְּךָ וְאַשְׁתְּ בְרִיתְךָ:

And you say wherefore? Because the Lord has been a witness between you and the wife of your youth, against whom you have been faithless, though she is your companion and your wife by covenant.²

Hugenerger argues that the endearing designation “the wife of your youth” in 2:14 is in parallel with “the wife of your covenant.” This implies that the covenant in 2:14 was between

*Indent first line of footnote 0.5”
Second line single-spaced and flush left
Double space between footnote entries
No space between footnote # & text*

¹Ralph L. Smith, *Micah–Malachi*, Word Biblical Commentary, vol. 32 (Waco: Word, 1984), 325.

²Author’s translation.

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1" left, right, and bottom margins



Second & subsequent page #s
1" from top
and right margins

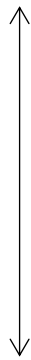
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the husband and wife.³ Clearly one of the most distinctive points of time in the history of the church is the Pentecostal outpouring that came like a flood in the early part of the twentieth century. William J. Seymour was the dominant figure in this historic event.

The Azusa Street Revival significantly shaped and impacted the Pentecostal churches of America in the early part of the twentieth century. From a theological standpoint, many of these early Pentecostals sought to follow a literal interpretation of scripture. Their biblical understanding of Spirit baptism was that of an experience separate from sanctification. They felt they were amidst a literal fulfillment of Joel 2:28–32.

³Gordon Paul Hugenberger, *Marriage as Covenant: Biblical Law and Ethic as Developed from Malachi* (Grand Rapids: Baker, 1994), 28.

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BIBLIOGRAPHY

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Books Heading on 4th line

Bauckham, Richard. "The Motif of Fulfillment and the Purpose of Luke–Acts." In *The Book of Acts in Its First Century Setting*. Vol. 1, *The Book of Acts in Its Ancient Literary Setting*. Edited by Bruce W. Winter and Andrew D. Clark, 83–104. Grand Rapids, Eerdmans, 1993.

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works by
same author

———. "The Background of Jesus’ Prayer in the Jewish Liturgical Tradition." In *The Lord’s Prayer and Jewish Liturgy*. Edited by Jakob J. Petuchowski and Michael Brocke, 153–160. New York: Seabury, 1978.

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26

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Periodicals Sub-heading on 3rd line

Browning, Tonya. "Embedded Visuals: Student Design in Web Spaces." *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n. p.
<http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

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Other Sources Sub-heading on 3rd line

Keathley III, J. Hampton. "Comparing the Old and New Testaments." *Bible.org*. 2 February 2009. <http://bible.org/seriespage/comparing-old-and-new-testaments>, (9 May 2011).

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Common Mistakes

The skill of writing is to create a context
in which other people can think.

—*Edwin Schlossberg*

COMMON PROBLEMS WITH FORM AND STYLE

Also see corresponding topics in Form and Style Section of this manual.

Bibliography:

- Citations not matching footnotes, or contained in one place, but not the other
- Not only listing sources used in text
- Problems with bibliographic format—where to place sources within three categories: Books, Periodicals, or Other Sources
- Not using proper format (see example pages)

Consistency: Inconsistency throughout paper with form and style.

Contractions: Using contractions (contractions may *not* be used in academic papers).

Ellipses: No space between word and ellipsis; no space between dots of ellipses (e.g., . . . word).

Emphasis Added:

Not using [emphasis added] when italicizing words/phrases in a quotation for emphasis.

First Pages:

First pages of papers/bibliography not done in proper format: 2” top margin, page number at bottom center, 3/4” from bottom of page; subsequent pages: 1.4” top margin, page numbers 1” from top and right margins (see example pages).

Footnotes:

- Not using proper format: 12 pt. Times New Roman font; indent first line 0.5”; single space footnotes; double space between footnotes (see example pages).
- Footnote number and footnote on separate pages; indicated by footnote line all across bottom of page.

Italics: Not italicizing foreign transliterations (e.g., *agape*, *shalom*, *koinonia*, *harpazo*, etc.). But do not italicize words/phrases in non-English alphabets (Greek or Hebrew).

Left-Justification: Entire paper should be left-justified (not right or block justified), except for Hebrew, which is right-justified.

Names, Full: Not using full names in first time use of quotes, then last name thereafter.

COMMON PROBLEMS WITH FORM & STYLE *(continued)*

Paragraph, format: Not indenting first lines of paragraphs 0.5 inches. Some paragraphs do not contain at least three sentences (try to avoid lengthy sentences).

Person: Paper not written completely in third person. Do not use first person (“I,” “me,” “we,” or “us”) or second person (“you”).

Punctuation: Improper use of capitalization, commas, semicolons, parentheses, and ellipses.

Quotations, block: Not using block quotations for 100 or more words of quoted text; (make liberal use of ellipses . . . only quote “heart of the matter”/central concept), or foreign language quotations.

Quotations:

- Not introducing all quotations.
- Using too much quoted material. Ensure that copyright “Fair Use Rule” not violated.

Spacing: Including extra line spacing between paragraphs.

Scripture reference: Not using general Scripture footnote at first Scripture reference, then parenthetically thereafter (see example pages).

Starting Sentences: Starting a sentence with a number, quotation, or foreign word. If you must start a sentence with a number, spell it out: First Corinthians states that . . .)

Title: Lines of title not in inverted pyramid format (for multiple line titles only).

Widows and Orphans: Only one line at bottom of page starting a paragraph, or only one line at top of page ending a paragraph from previous page.

FORM AND STYLE

If any man wish to write in a clear style,
let him first be clear in his thoughts;
and if any would write in a noble style,
let him first possess a noble soul.

—*Johann Wolfgang von Goethe*

Information in this section adapted from the following:

- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*
- Nancy Jean Vyhmeister and Terry Dwain Robertson, *Quality Research Papers for Students of Religion and Theology*
- *The Chicago Manual of Style* (CMS)
- *The SBL Handbook of Style*.

FORM AND STYLE REQUIREMENTS

Abbreviations, Apocrypha

Additions to Esther	Add Esth
Baruch	Bar
Bel and the Dragon	Bel
Epistle of Jeremiah	Ep Jer
1 Esdras	1 Esdr
2 Esdras	2 Esdr
Judith	Jud
1 Maccabees	1 Macc
2 Maccabees	2 Macc
Prayer of Manasseh	Pr Man
Ecclesiasticus (Wisdom of Jesus the Son of Sirach)	Sir
Song of the Three Children	S Th Ch
Susanna	Sus
Tobit	Tob
Wisdom of Solomon	Wisd Sol

Abbreviations, English Bibles

Good News Bible	GNB
Living Bible	LB
King James Version	KJV
A New Translation of the Bible	Moffatt
New Century Bible	NCB
New English Bible	NEB
New International Version	NIV
New Jerusalem Bible	NJB
New King James Version	NKJV
New Living Translation	NLT
New Revised Standard Version	NRSV
New American Standard Bible	NASB
New American Standard Bible, Updated	NASU
Revised Standard Version	RSV
Today's New International Version	TNIV

Abbreviations, Bible Books

- In modern academic usage, the abbreviations of the books of the Bible are not followed by periods.
- Abbreviate book names in footnotes or within parentheses; however, spell out book names in the text.
- Spell out the numbers for numbered books of the Bible when a sentence begins with a book name (e.g., Second Timothy). Use Arabic numerals (1, 2) for numbered books when the book name is in running text (e.g., 2 Timothy).

Old Testament Abbreviations

Genesis	Gen	2 Chronicles	2 Chr	Daniel	Dan
Exodus	Exod	Ezra	Ezra	Hosea	Hos
Leviticus	Lev	Nehemiah	Neh	Joel	Joel
Numbers	Num	Esther	Esth	Amos	Amos
Deuteronomy	Deut	Job	Job	Obadiah	Obad
Joshua	Josh	Psalms	Ps	Jonah	Jonah
Judges	Judg	Proverbs	Prov	Micah	Mic
Ruth	Ruth	Ecclesiastes	Eccl	Naham	Nah
1 Samuel	1 Sam	Song of Solomon	Song	Habakkuk	Hab
2 Samuel	2 Sam	Isaiah	Isa	Zephaniah	Zeph
1 Kings	1 Kgs	Jeremiah	Jer	Haggai	Hag
2 Kings	2 Kgs	Lamentations	Lam	Zechariah	Zech
1 Chronicles	1 Chr	Ezekiel	Ezek	Malachi	Mal

New Testament Abbreviations

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

Adapted from *Quality Research Papers* and *SBL Handbook of Style*.

Abbreviations, Misc.

You can find the abbreviations for the following writings in the abbreviation section of any volume of the *Word Biblical Commentary* (Dallas: Word 1988) or in the *SBL Handbook of Style*, 2nd ed. (Peabody, MA: Hendrickson, 2014):

- Commonly used periodicals, reference works, and serials
- Dead Sea Scrolls, Philo, and Josephus
- Early Jewish Literature (OT Pseudepigrapha); Rabbinic writings
- Early Christian Writings

Abbreviations, Scholarly

- Confine general abbreviations *etc.*, *e.g.*, and *i.e.* to parenthetical references in text.
 - The abbreviations *cf.*, and *s.v.*, are preferably used only in footnotes.
 - Latin abbreviations are not acceptable in the document citations.
 - The most common scholarly abbreviations (for full list see Turabian 24.7):

App.	appendix
ca.	circa, about, approximately
cf.	confer, compare (Confer is Latin for “compare;” cf. must not be used as abbreviation for English “confer,” nor should it be used to mean “see.”)
ed.	editor; edition; edited by
e.g.	exempli gratia, for example
et al.	et alia, and others
et seq.	et sequentes, and the following
etc.	et cetera, and so forth
f., ff.	following (verse or verses, pages, etc.)
hap. leg.	hapax legomenon, sole occurrence
id.	idem, the same (used to refer to persons; not to be confused with <i>ibid.</i>)
i.e.	id est, that is
infra	below
n.	note, footnote (plural, nn.)
n.d.	no date
n.p.	no place; no publisher; no pagination
p.	page (plural, pp.)
passim	here and there; elsewhere
q.v.	quod vide, which see (for use with cross references)
sic	so, thus (italicized); an unusual or incorrect spelling found in original text form exactly reproduced from the original
supra	above
s.v.	sub verbo, sub voce, under the word (plural, s.vv.; used in references to encyclopedias/dictionaries)
v.	verse (plural, vv.)
viz.	videlicet, namely
vs.	versus, against

Abbreviations, States

In footnotes and bibliography use two-letter abbreviated form of the name of the state. Include state when the city may not be well-known to the reader. See Turabian 24.3.1

Abstract (Ph.D. Dissertation)

- An abstract is a *concise summary* (approx. 150 words, normally on one page) intended to inform prospective readers about the content of a thesis.
- It usually includes a brief description of the research, the procedures or methods, and the results or conclusions.
- An abstract should not include internal headings, parenthetical citations of items listed in the reference section, diagrams, or other illustrations.

Bible Versions (also see Scripture Citations)

In a biblical or theological paper, Bible references are commonly placed in parentheses directly in the text. In English, it has been accepted practice that no version is indicated when one uses the original 1611 King James Version (KJV). Any other version must be indicated in a footnote at the first Scripture reference in the paper:

¹Unless otherwise indicated all Bible references in this paper are to the New American Standard Bible (NASB) (La Habra, CA: The Lockman Foundation, 1973).

- Although several versions may be used in the paper, this practice is discouraged. Unless word or sentence comparisons are being done between versions, use the same version throughout the paper. Jumping from one version to another and choosing the wording that suits a specific purpose suggests that the author of the paper is trying to make the Bible say what he or she wants it to say (“proof texting”).
- If a quotation from an additional version appears in the paper, indicate this with the abbreviation for that version following the citation: e.g., (Rom 1:17, NIV).

Bibliography/Bibliographic Sources and Documentation (see example pages)

- Source citations (footnotes) are required in the text when using a direct quotation, paraphrasing another author’s words, or including specific information that is not common knowledge.
- References in the text must correspond exactly to the listing of sources at the end of the paper. The bibliography should list only works that are referred to or quoted in the text.
- Be certain that all items are included in the bibliography that appear in the footnotes, author’s names are spelled consistently and correctly, and the dates are the same in both the footnotes and the bibliography.

Bibliography (*continued*)

- In the Bibliography, categorize your sources according to type: Books, Periodicals, and Other Sources. Use the same format as you would for first-level headings and alphabetize within each category. Do not list a source in more than one section unless it could clearly be categorized in two or more ways. See example Bibliography near end of manual.
- GTHE 517: For research paper, approximately 8–12 sources needed, as instructed by professor (usually one source per page length of paper).
- GBIB/GTHE 757: For M.A. Thesis, a minimum of 60–75 sources should be used; at least one-third should be periodicals.
- Margins: Top (first page) 2”; (following pages) 1.4”; Left, bottom, and right 1” (NOTE: for M.A. Thesis, left margins are 1.5” to allow for binding.)
 - Pagination (Page numbering)
 - Continue numbering from the last page of the main text.
 - Page number on first page is centered 0.75” from bottom.
 - Following page numbers are 1 inch from top and right edge of page.
 - To transfer footnote information to the bibliography:
 - Go to View, switch to Draft.
 - Click Insert, Show Notes.
 - Select all (Ctrl+A), then Copy (Ctrl+C)
 - Open Bibliography (may be separate document) and Paste (Ctrl+V)
 - Arrange and format accordingly.

Capitalization

For capitalization and spelling of biblical/theological terms (i.e., ancient Near East, biblical, book of Exodus, church history, early church fathers, *haggadah*, etc.), see *SBL Handbook of Style*, 2nd ed., Section 4.3.6. Exceptions should be indicated on the student’s thesis style sheet. (See *Style Sheet*.) Be consistent throughout the paper or thesis.

Chapter Headings and Chapters (M.A. Thesis)

- Begin each chapter on a new page.
- Use capital letters and Arabic numerals (CHAPTER 1) 2” from top of page.
- Title of chapter is in all capital letters, doubled spaced from chapter designation.
- 3 blank lines between chapter title and text; text begins on 4th line.
- An M.A. thesis is normally divided into 3–4 chapters.
- Introductory and concluding sections are included in the first and last chapters.
- Subheadings will indicate the orderly progression of topics and their relationships.
- The wordings for chapter titles, headings, and sub-headings must exactly match in the text and the table of contents.

Commas

- The subject of comma usage is much too comprehensive to include here. Read and refer to Turabian 21.2 for specific directions.
- In a series, always use a comma before the conjunction that introduces the last item: *He studied Greek, Latin, and Hebrew.* (Turabian 21.2.2)
- Use paired commas to set off a nonrestrictive clause (a clause that is not necessary to identify the noun it modifies): *These five books, which are on reserve in the library, are*

required reading. (Which books? These five books.)

- Commas are not used around restrictive clauses (a clause that is necessary to identify the specific noun it modifies): *The books that are required reading are on reserve in the library*. (Which books? The books that are required reading.)

Conclusions

- A conclusion is essential to complete an argument, and draws the presentation to a close.
- It contains a restatement of the thesis statement and briefly reminds the reader of the main points in the text.
- In the conclusion, do not simply list the points of your argument. Rather, rephrase your points using sharp, clear, and concise words.
- Do not use a quotation/paraphrase from someone else as a concluding statement.
- Wrap up the paper with recommendations, potential applications, or area(s) for further study or research.

Copyright© (Ph.D. Dissertation)

- Copyright privileges vest immediately upon creation of the work, without the requirement of notice or registration formalities. One should, nevertheless, include a copyright notice with the work. It signals an acknowledgment of legal rights to the readers, copyright ownership, and indicates the first year of publication.
- Registration is technically optional, but still recommended. It establishes a public record of the document, the copyright, and the author's name and address. For American publications, registration is required before one can file an infringement lawsuit.
- Timely registration bestows additional legal rights, particularly the ability to receive "statutory damages" and attorney fees in an infringement action. Those remedies may be the sole monetary award from an infringer. In general, to have these benefits, authors must register before the infringement occurs.
- For more information, see ProQuest UMI: www.umi.com/hp/Support/DServices/copyright/Part5.html. U.S. Copyright: www.copyright.gov, or call (202) 707-3000.

Dead Sea Scrolls and Related Texts

- Although there may be some variation in siglum for a given text, when citing the Dead Sea Scrolls, the following should be considered:
 - Name of site (e.g., Q = Qumran; Mas = Masada)
 - Cave number (e.g., 1Q, 2Q)
 - Name/number of document
 - Copy (if applicable) of the same composition from the same cave—indicated by raised lowercase letters: (e.g., Isa^c = 3rd copy of Isaiah document)
 - Column and line number: Roman numerals are used for column number, followed by a space, with the line number(s) in Arabic numerals.
 - Fragment number: use Arabic numerals. For example:
1Q27 1 II, 25 = Qumran cave 1, text 27, fragment 1, column II, line 25
4QpIsa^c 4-7 II, 2-4 = Qumran cave 4, 3rd copy of *peshet* (commentary) on Isaiah, joined fragments 4-7, column II, lines 2-4
- For more information, see *SBL Handbook of Style*, 2nd ed., Section 8.3.5

- Also see Fitzmyer, Joseph A. *A Guide to the Dead Sea Scrolls*. Grand Rapids: Eerdmans, 2008.

Dictionary/Encyclopedia Entries (also Concordances and Lexicons)

Cite individual word entries in footnotes with page number, but only cite the work once in the bibliography. (See Bibliographic Examples section)

Ellipses (See Turabian 25.3.2)

- An ellipsis is a series of periods, separated by spaces, used to mark an omission of words, phrases, or paragraphs in quoted material.
- To omit material between sentences but quote the sentence preceding the omission in full, put the terminal punctuation mark immediately after that sentence; then leave a space between the ending punctuation mark and the ellipsis dots: “*When a nation is wrong, it should say so and apologize. . . . It should also take steps to change the situation.*”
- If the omission does not include the end of the preceding sentence, put a space instead of a punctuation mark immediately following that sentence. After the space, use three spaced ellipsis dots to represent the omission:
“*When a nation is wrong, it should say so . . . It should also change the situation.*”

Embedding fonts (MS Word) File> options> save> embed fonts in the file. Allows True-Type fonts to be viewed even on a computer on which the font is not installed.

Emphasis Added (See Turabian 25.3.1)

- To italicize for emphasis words that are not italicized in an original quote or your text, you must indicate the change with *emphasis added*.
- Within the text, add notation in square brackets [] immediately after italicized words: According to Schulz, “By the end of 2010, *every democracy* [emphasis added] will face the challenge of nuclear terrorism.” To add italics at two or more points in a quotation or text, use the [emphasis added] after the last point.
- Only use “emphasis added” for quoted materials.

Eras

- Use BC and AD, or BCE and CE; use capital letters without periods.
- AD precedes the year; the other designations follows it:
The temple was destroyed in 586 BC and again in AD 70.
- Do not mix the two conventions in your paper; consistently use the same convention throughout.

First Pages (Main Text, Bibliography)

- The format of the first page is different than subsequent pages in a paper.
- Top margin: 2”; (1.4” on subsequent pages).
- Page number: centered 0.75” from bottom; (1” from top and right margins on subsequent pages). Also see Line Spacing section.

Fonts

- The accepted font type for the paper is Times New Roman.
- The font size is a standard 12 for both text and footnotes.
- Bold print is not acceptable for any portion of the document.

- Use italics or underline only when Turabian gives the option.

Fonts, Greek and Hebrew (and other biblical era languages)

- If Greek or Hebrew (or other) text is used, avoid bold type of font. If the font looks bold (even if not selected as bold), it must be approved before use.
- Citations of Greek or Hebrew (or other language) texts are put in block quotations.
- Hebrew text is right justified.
- To download font from your computer:
 - Go to Control Panel (Click Start on lower left corner of screen)
 - Open font folder.
 - Select and copy (Ctrl + C) the Greek and/or Hebrew font used and paste it (Ctrl + V) to the flash drive.
- To space Hebrew text properly in your paper, conform to the following guidelines:
 - Select Text, then click on Format, Paragraph.
 - Under Line Spacing select Exactly and type 24 into the pt. box.
 - Block Quotes should be spaced at exactly 12 pts.
 - Double Space = 24 pts; Single Space = 12 pts.
- Do not italicize foreign words in non-English alphabets (e.g. Greek, Hebrew).
- If needed, adjust font size to fit in with Times New Roman 12 point font.
- Resources:
 - Mellel is a word processing program for MAC that supports Hebrew:
<http://www.mellel.com/>
 - DavkaWriter is a Hebrew/English word processing program:
<http://www.davkawriter.com/>
 - Free Teknia Hebrew and Greek fonts are available at
https://billmounce.com/free_fonts
 - BibleWorks has free Hebrew and Greek fonts available for both PC and MAC at
<https://www.bibleworks.com/fonts.html>. Follow links and on-screen instructions to download.

Footnotes

- A footnote citation must immediately follow a direct or indirect quotation.
- Paraphrased material in the same paragraph, from the same source, must also be cited in a separate footnote.
- Text and footnotes are separated with a two-inch unbroken line (made automatically by word processor), beginning at the left margin.
 - Footnotes are to be typed immediately below the separation line.
 - Footnote separators that extend across the page are not acceptable.
- The first line of each footnote should have same indentation as the paragraph indentations in your text (0.5”).
- No space should appear between the footnote number and the footnote itself.
- Footnotes must be in 12-point Times New Roman font.
- Footnotes must be single-spaced when more than one line in length; the second and following lines are left-justified.
- Double-space between footnotes.
- Number footnotes sequentially throughout the paper.

Footnotes (*continued*)

- *M.A. Thesis only*: Footnote numbers must begin at “1” again at beginning of each chapter.
- Do not repeat the full citation of a source if it was used previously.
- For example, when referring to a source that has already been cited in full, give only the last name of the author and the page number.
- Include title if there are more works by the same author.
- *Latin abbreviations are not acceptable* (e.g., *Ibid.*, *op cit.*).
- Endnotes and parenthetical references (as used in MLA or APA style) are not acceptable.
- To transfer footnote information to the bibliography:
 - Go to View, switch to Draft.
 - In MS Word 2007, go to Reference tab; in Footnotes group, Show Notes. (In Word 2003, click Insert, Show Notes.)
 - Select all (Ctrl+A) then Copy (Ctrl+C)
 - Open Bibliography (should be separate document) and Paste (Ctrl+V)
 - Arrange and format accordingly.
- To format footnotes:
 - Go to Reference tab and click Show Notes.
 - Press Control+Shift+S
 - On pop-up box, type in Footnote Text under Style Name; click on Modify.
 - Click on Format; click on Font, and select your preferences (TNR, 12).
 - Click on Format again; click on Paragraph.
 - On Indentation before Text, select 0.5”.
 - Click OK, and OK again.

Foreign Language Terms/Transliterations

- Italicize transliterations and isolated words and phrases in foreign languages likely to be unfamiliar to readers of English. “The terms *parabolē* in Greek and *mashal* in Hebrew require some qualification.”
- Put the definition of foreign term in parenthesis or quotation marks following the term: In biblical criticism, *Sitz im Leben* is a German phrase roughly translating to “setting in life.”
- Do not italicize foreign words in non-English lettering (e.g., ἄββᾶ and evr).
- Do not start a sentence with a foreign word or term.

Greek Citations

- Block quotations are indented one-half inch from left margin, doubled-spaced after text.
- The author’s English translation of the text also begins one-half inch from left margin, double-spaced after citation of Greek text.
- At the end of the translation, double-space between the translation and the start of the remainder of the main body of text.
- Both the Greek text block quotation and the English translation are single-spaced.
- Be sure to include all accent marks in Greek text.
- See Greek text citation in Example Pages section of this manual.

Headings and Subheadings (M.A. Thesis)

- Think of the headings as the outline of the paper; you must have at least two headings in any level. (You can't have an A without a B in an outline).
- Subheadings must use exactly the same wording as the Table of Contents.
 - If the subheading text itself extends two lines, single-space the subheading.
 - All headings use the same font as the text of the paper.
- Do not type a heading near the bottom of a page unless there is a room for at least two lines of text following the heading (see Widows and Orphans Section). Instead, simply leave a little extra space on that page and begin the heading on next page.
- *Neither bold nor italics is acceptable for headings.*
- *Also see section on Line Spacings.*
- Subheadings can consist of up to *five levels*, although not all five need to be used unless they are applicable to the organization of the text.

Level 1 - Centered and Underlined

Level 2 – Centered and Not Underlined

Level 3 – Justified Left and Underlined

Level 4 – Justified Left and Not Underlined

Level 5 begins a paragraph. It is underlined and has a period at the end. The text then continues as normal.

Hebrew Citations

- For block quotations, use same format as for Greek (above), *only use right justification for Hebrew text.*
- To space lines with Hebrew text properly:
 - Select text; click on Paragraph tool bar.
 - Under Line Spacing, select Exactly and type 24 into the pt. box (Double space = 24 pts.) (Single space = 12 pts.)
- Block quotes should be spaced at exactly 12 pts.
- Do not italicize foreign words/phrases in non-English alphabets.
- Be sure to vocalize (include vowel points) with all Hebrew words.
- If needed, adjust Hebrew font to fit in with size of Times New Roman 12 point font.

Hyphens and Dashes (En dash and Em dash)

- A hyphen is a single line used only between two words, made with one stroke of the hyphen key (e.g., Tulsa is a fast-growing city).
- Avoid using hyphenation in your document, unless there is excessive space at the end of the line.
- An en-dash (width of an “n”) usually means “through” and is used to connect numbers (dates, page numbers, verses within the same chapter of the Bible, etc.) and less often, words: *The years 1993–2000 were heady ones.*
- An em-dash (width of an “m”) is made with two conjoined hyphens to set off text in a way similar to, but more prominent than, commas—and more intense than parentheses.

Hyphens and Dashes (*continued*)

- o Em-dashes can be used in pairs or singly as interrupters to amplify or explain: (e.g., Research reading—beyond the early exploratory reading—takes time.).
- o Em-dashes are used singly within Bible references spanning two or more chapters: e.g., Gen 1:15—2:12 (but use an en-dash for Gen 1:15–17).
- Do not leave spaces before or after hyphens or dashes.
- See Turabian 21.7 and CMS 6.80–6.94 for more information.

Inclusive Language

When possible, avoid gender-specific language when referring to human parties (use “people” or “humanity” rather than “men” or “mankind”). With regard to God, use masculine pronouns. See CMS 5.222–5.227.

Indentation

The first line of the paragraph begins one-half inch from the left margin. The whole of a block quotation is indented (not tabbed) one-half inch from the left margin.

Italics

- **Book Titles**
 - o Italicize book titles in bibliographic and footnote entries/citations.
 - o Italicize book titles in running text.
The Mishnah and *The Jewish Encyclopedia* were crucial in the research findings.
- **Emphasis Added** (Turabian 25.3.1)
 - o If you italicize for emphasis words that are not italicized in an original quotation, you must indicate the change with *emphasis added*.
 - o Within the text, add notation in square brackets [] immediately after italicized words:
According to Schulz, “By the end of 2010, *every democracy* [emphasis added] will face the challenge of nuclear terrorism.”
 - o If you add italics at two or more points in a quotation or text, use the [emphasis added] after the last point.
- **Foreign Language Terms/Transliteration**
 - o Italicize transliterations and isolated words and phrases in foreign languages likely to be unfamiliar to readers of English.
“The terms *parabolē* in Greek and *mashal* in Hebrew require some qualification.”
 - o If you define a foreign term, put the definition in parenthesis or quotation marks following the term in the text.
In biblical criticism, *Sitz im Leben* is a German phrase roughly translating to “setting in life.”
 - o Do not italicize words/phrases in non-English alphabets.

Jewish Sources (Talmud, Mishnah) (Also see *SBL* 2nd ed., 8.3.8.)

- Abbreviations distinguish the version of the Talmudic tractates:
 - o y. for Jerusalem Talmud
 - o b. for Babylonian Talmud

- The standard way to cite the Babylonian Talmud is by folio and side (a or b): b. Ber. 2a.
- A prefixed m. denotes the tractates of the Mishnah.
- When citing the Mishnah, a colon separates chapter from paragraph: m. Ber. 1:1

Justification

Left justification is the standard for a paper. Right justification is not acceptable in any area of the document. The only exception is with Hebrew block quotations, which are right-justified.

Length of M.A. Thesis

- The text of the thesis should be 75–100 pages, Times New Roman 12 pt. font, double-spaced.
- This does not include front matter or bibliography.
- Do not use an appendix to exceed the maximum length of the body of the thesis.

Line Spacing

- Text is to be double-spaced.
- Single spacing is allowed in certain limited cases: block quotations, headings, table titles, figure captions, tables, and appendices. It is also permitted within items in the list of tables, list of figures, bibliography, and footnotes.
- Line spacing of multiple (1.15 and other increments) is not acceptable.
- Between end of text and next subheading: 3 single spaces (2 blank lines between).
- Between subheading and text: 2 single spaces or 1 double space (1 blank line between).
- For Bibliography first page: between “BIBLIOGRAPHY” and “Books” section: 4 single spaces or 2 double spaces (3 blank lines between; text starts on 4th line).
- Between “Books” section and first bibliographic entry: 2 single spaces or 1 double space (1 blank line between; text starts on 2nd line).
- See examples below. The paragraph mark (¶) is included to show line spaces.

LINE SPACING EXAMPLES:

Clearly one of the most distinctive points of time in the history of the church is the

¶

Pentecostal outpouring that came like a flood in the early part of the twentieth century.

¶

According to most sources, William J. Seymour was the dominant figure in this event. ¶

¶

¶

¶Azusa Street

¶

The Azusa Street Revival significantly shaped and impacted the Pentecostal churches of America in the early part of the twentieth century. . . .

Line Spacing (continued)

BIBLIOGRAPHY (ALL CAPS)



Books



DiSante, Carmine. *Jewish Prayer: The Origins of Christian Liturgy*. Translated by Matthew J. O'Connell. New York: Paulist Press, 1985.



Donin, Hayim Halevy. *To Pray as a Jew*. New York: Basic Books, 1980.

Margins

The margins should be set as follows:

- Research papers: left 1”
- M.A. Thesis: left 1.5” (to allow for binding)
- All papers: Bottom and right 1”
Top 2” (for title page, first page of text, and bibliography)
Top 1.4” (for following pages)

Names with Junior, Senior, and III

Commas are not required around Jr. and Sr; nor are they used to set off II, III as part of a name:

George Wilson Sr. has finally finished his thesis.

John Downey III is the son of John Downey Jr.

Note proper format for bibliography: King, Martin Luther, Jr. (CMS 16.41)

Numbers

- Spell out numbers under 101, except for Scripture references, dates, or years of ages.
There were seventeen manuscripts in the library.
He had studied 257 sources to write his book.
- If a number has two words, use a hyphen (fifty-five).
- Spell out round numbers followed by hundred, thousand, etc.
The population of the area was twelve million.
- Always spell out a number that begins a sentence.
Four men went in search of a lost civilization.
Second Corinthians 12:1 states . . .

Pagination (Page Numbers)

Every page in the document, including Bibliography, must be counted.

- Front Matter: count, but do not start numbers until Preface; use lower case roman numerals.
- Body of Paper:
 - o Pagination should be started from the first page of the main text and continued throughout.
 - o Use Arabic numbers (1, 2, 3) of same size and font type as the main text (TNR 12).

Pagination *(continued)*

- o The page number on the first page is centered 0.75” from bottom of page.
- o Following page numbers are 1 inch from the top and right edge of page.
- Bibliography
 - o Continue numbering from the last page of the main text
 - o Page number on first page is centered 0.75” from bottom.
 - o Following page numbers are 1 inch from top and right edge of page.

Paragraphs

- The first line of each paragraph should be indented 0.5”.
- A paragraph must have at least three sentences.
- Avoid “widows and orphans”—carrying over just one line of a paragraph to the following page or starting a paragraph with one line at the end of the page. Set the “widow and orphan control” to automatically prevent the above from happening.

Print Quality

- Only sharp laser quality print with uniform blackness is accepted.
- Print single-sided only.
- If a laser printer is not available, transfer the document onto a flash drive or disc for Printing at another location, such as Kinko’s or the ORU Document Preparation Services.
- *Warning: When using another computer and/or printer, often formatting is automatically changed; for example, the last line on a page may shift to the next page, or tabulations may change.*
- Saving your document as a PDF file will minimize formatting changes during printing; however, some adjustments may still be needed.
- See Embedding Fonts section.

Quotation Marks

- The period ending the quotation should be placed before the quotation mark (.”).
- If quoted material ends in a semicolon or colon in the original, the punctuation can be changed to a comma or period to fit with the structure of your sentence.
- Use ”?” or ”!” if the punctuation refers to entire sentence of which quotation is part.
- Use ?” or !” if the punctuation is a part of the quoted material.
- Use a single quotation mark (‘ ’) for a quote within a quote.

Quotations

- All quotations are to be introduced:
While most scholars accept this theory, John Jones denies its viability: “There is no evidence whatsoever to support this.”

- Use the full name of an author when he/she is mentioned for the first-time. Subsequent references to author can refer to last name only, unless two authors have same last name.
- When referring to the stated views of present or past writers, use the historical present tense (see Vyhmeister and Robertson, p. 174).
- Below are suggested verbs that can be used to introduce quotations. Vary verbiage; do not use the same verb over and over: John Jones states/confirms/denies, “___.”

accepts	asks	denies	mentions	proposes	stipulates
adds	believes	describes	objects	recalls	submits
admits	combats	discusses	opposes	recommends	suggests
affirms	confirms	expresses	points out	reports	thinks
agrees	declares	indicates	points to	reveals	verifies
argues	defends	labels	portrays	states	writes

Quotations, Block

- Block quotations *must be 100 or more words of quoted text*; Greek and Hebrew citations are the exception.
- Must be single spaced, and indented one-half inch from left margin only.
- No quotation marks at the beginning or end.
- If the block quotation itself is a complete paragraph in the original source, the first line of the block quotation is tabbed an additional one-half inch.
- Quotations should be typed exactly as in the original, including wording, spelling, capitalization, and punctuation. If a word is misspelled in the quote, place [*sic*] immediately after the misspelled word. This designates that the incorrect spelling appears in the original.
- Note: Hebrew and Greek passages are always put in block quotes, whatever the length. For further information, see Turabian 25.2.2.

Scripture Citations (also see Bible Versions and Bible Abbreviations above)

- The word “Bible” should always be capitalized.
- The following Bible versions are suggested for the paper: KJV, NASB, NIV, NKJV, NLT, NRSV, RSV, or TNIV (see *Abbreviations, English Bible*).
- Footnote the first Scripture citation with a statement indicating which translation will be used for quotations, along with the publisher’s information. Example:

²Unless otherwise indicated all Bible references in this paper are to the New American Standard Bible (NASB) (La Habra, CA: The Lockman Foundation, 1973).

- *All subsequent scriptural citations should appear in the body of the paper and not in footnotes.*
- If a quotation from an additional version appears in the paper, indicate this with the abbreviation for that version following the citation: e.g., (Rom 1:17, NIV).
- *Do not use excessive wording when referring to Scripture.* For example, do not write, “chapter fourteen verses 3 through 6.” Simply write “14:3–6.”

Scripture Citations (*continued*)

- Multiple citations within the same chapter are separated by commas (e.g., Rev 3:6, 11, 13); semicolons separate citations from different chapters and books (e.g., 2 Thess 2:1; 3:4; Rev 3:16).
- When chapters or verses are cited in parentheses, use ch./chs. and v./vv. (e.g., ch. 3; chs. 3–4; v. 4; vv. 4–9).
- Abbreviate Bible book names in footnotes or within parentheses (See *Abbreviations Bible Books*); however, spell out book names in the text.
- Spell out the numbers for numbered books of the Bible when a sentence begins with a book name (e.g., Second Timothy).
- Use Arabic numerals for the numbers of numbered books of the Bible when the book name is in running text (e.g., 2 Timothy).

Secondary Sources

To cite a source from a secondary source (“quoted in . . .”) is generally discouraged, since authors are expected to examine the works they cite. If an original source is unavailable, both the original and the secondary source must be listed. (See Bibliographic Examples, Miscellaneous/Secondary Source of Quotation.)

Spacing after Punctuation

- *There is to be one space after all punctuation marks ending each sentence.*
- Do not leave a space after colons when used in Scripture references (1 Cor 1:2), between hours and minutes (5:20 p.m.), or between volume and page numbers (2:123–142).
- Do not leave a space after periods in abbreviations such as i.e., e.g., Ph.D., A.M., P.M.
- Single space after periods of the initials of personal names, (R. C. A. Lentki).

Style Sheets (M.A. Thesis, although can be used for any manuscript)

To ensure consistency, the author should keep a list of words or terms to be capitalized, italicized, hyphenated, spelled, or otherwise treated in any way unique to the manuscript. For capitalization and spelling of biblical/theological terms, see *SBL Handbook of Style*, 2nd ed. Section 4.3.6.

Table of Contents (TOC) (M.A. Thesis)

- The TOC is essentially a topical outline of the work, compiled by listing the headings in the thesis, using the exact same wording.
- The title, disclaimer, approval, abstract, copyright, and vita pages are not included.
- See Setup Instructions in the Formatting the Paper section.

Tables/Graphs (M.A. Thesis)

- All figures must have narration in the text to introduce or conclude. The narration

(explanation) for a figure comes after the figure itself.

- See Turabian 26.1.1; 26.2.2; 26.3.2, and chapter 8 for more detailed information.

Tabs Default tab should be set at 0.5”.

Talmud See Jewish Sources in this section and *SBL Handbook of Style* 2nd ed., 8.3.8, for help with citations and abbreviations.

Title Page

- Top margin, 2”.
- Type title of the work using all capital letters; double space between lines if needed.
- Be sure the title is in the shape of an inverted pyramid (if more than one line).
- Use transliteration for Greek or Hebrew words if used in the title.
- Line 1: Title in (or first line of title)
- Line 12: “A Research Paper . . .”
- Line 28 “In Partial Fulfillment . . .”
- Line 36: “By”
- See examples of title pages in Example Pages sections (for both Seminar in Theological Research and Thesis Writing).
- To help in setting up title page:
 - o Set margins
 - o Go to Page Layout and click Line Number
 - o Click Continuous
 - o As you go down the page, the line numbers will automatically show up on your left so that you know what line you are typing on.
 - o When you’ve finished, go back to Page Layout, click Line Number, and unselect Continuous; the line numbers will disappear.

Vita (M.A. Thesis)

- The Vita is a brief biographical sketch of the writer; it should include the date and place of birth, parents’ names, schools and colleges attended, degrees awarded, and professional experience.
- It comes after the Bibliography and has no page number.

Widows and Orphans

- An “orphan” is a heading or first line of a paragraph that remains as the last line on a page.
- A “widow” is the last line of a paragraph alone at the top of the next page.
- Neither is acceptable and can be prevented.
- Make sure at least two lines of text in a paragraph remain together.

Formatting the Paper

Art and science have their meeting point in method.
—*Edward Bulwer-Lytton*

FORMATTING THE PAPER

This manual is prepared specifically for students writing biblical and theological research papers and theses according to the style requirements of the Graduate School of Theology and Ministry at ORU. Ever-changing software versions and computer discrepancies make it impossible for this manual to address all possible applications. The following general instructions are *meant to be used only as general guidelines*. You can use the terms below to search in Microsoft Word “Help” or other online references for your specific applications.

SAVING YOUR WORK

Backing up

Immediately after beginning the paper or first chapter, save this new document on the hard drive of your computer. It is recommended that a folder be created in which all documents pertaining to the paper will be kept. It is also absolutely essential that backup copies be made of the document and kept in a safe place, so that if your computer breaks down, all work will not be lost. Therefore, at the end of each work session make a copy to a flash drive or a disk. You can also email yourself the latest version of your work. Otherwise, you may want to investigate and possibly subscribe to one of the automatic backup services available (e.g. Barracuda, Carbonite, Mypcbackup, etc.). Search for “backup services” in web browser to find companies. A good service will back up *all* your computer files every time you are on your computer and the internet.

AutoRecover

The AutoRecover feature lets Word automatically save your document periodically. If the computer unexpectedly shuts down (i.e., due to a power blackout), the document will be recovered. It will be opened the next time Word is launched.

PAGE SETUP

- It may be helpful to save each part of the paper as a separate document: (i.e., Title Page, Main Body, Bibliography, etc., although if you use section breaks between pages it is not necessary). Creating a template for each of these is recommended.
- Make sure to set the margins, header and footer, font, etc. for each individual document.
- You can also use section breaks to format margins and page numbers differently if you want to incorporate your work into one document.
- To enable you to see your margins and tabs, click on View in the Tool Ribbon; then click the box in front of Ruler.
- To enable you to see your paragraph marks (“enters”), spaces, tabs, and other hidden formatting symbols, click on the Show/Hide (¶) icon on the Paragraph group on the Tool Ribbon. Click the symbol again to turn off this feature.

Margins and Paper Size

- Top: 2” first page; 1.4 subsequent pages
- Bottom and right: 1.”
- Left: 1” for research papers; 1.5” for dissertation (to allow for binding).
- See Class Pages for page formatting instructions

Default Font

Times New Roman 12-pt. is the required English font type for all papers.

Widows and Orphans

An “orphan” is a heading or the first line of a paragraph that remains as the last line on a page. A “widow” is the last line of a paragraph alone at the top of the next page. Neither is acceptable and can be prevented.

Page Breaks

To set the text to appear on the top of the next page (e.g., a new heading) do not press the enter key until the text falls onto a new page. When you print your paper, the text could drift back to the previous page. Instead of using hard returns, you should insert a manual page break function.

Hyphenation

Automatic hyphenation is not be used in a paper. This function should be turned off in your document.

Line Spacing

The text of the paper is to be double-spaced. Before beginning to type the text of the paper, set the double spacing in your document. Make sure there is no extra line space between paragraphs or surrounding Hebrew or Greek fonts.

PAGE NUMBERS

- Arabic numbers are used for the body of the text and bibliography
- (For M.A. Theses only: Use lower case roman numerals for the front matter.)
- See Form and Style section in this manual for more information.
- See Class Pages for formatting instructions.

Numbering the Front Matter (M.A. Thesis)

- The first part of the front matter consists of pages without numbers (title page, disclaimer page(s), approval, abstract, copyright, and dedication).
- The second part has lower-case roman numerals, centered, 0.75” from the bottom of each page (preface, acknowledgments, table of contents).

TABLE OF CONTENTS

- See table of contents template on Class Pages.
- Format margins 1.5 inch from the left and 1 inch from the right and bottom, and 2” from the top (second page top margin should be 1.4”).

Note: The information below is for a general guideline only:

Dot Leaders and Page Numbers

In order to create a dot leader between the heading text and the page number, you must set a right-aligned tab with a dot leader in your document before you begin entering text and page numbers. If you attempt to do this manually with periods and spaces, you may end up modifying every line in your table of contents when you change your printer driver.

To set a right-aligned tab with dot leader:

1. From the **Home** tab, open the **Paragraph** dialog box.
2. Click on **Tabs**.
3. In the **Tab Stop Position** box type **6**.
4. Under **Alignment**, select **Right**.
5. Under **Leader**, select **1 None**.
6. Click **Set**.
7. Again in the **Tab Stop Position** box type **5.6**.
8. Under **Alignment**, select **Right**.
9. Under **Leader**, select **2 (.....)**.
10. Click **Set**; click **OK**.

Your tabs for dot leader and page numbers are set.

Next, after you type the text, position the cursor on the first line of your Table of Contents immediately after the word Acknowledgments, and click the tab button (on your keyboard) twice. The leader and short blank space will appear. Type the page number. Repeat clicking the tab twice for every page number in your Table of Contents.

Table of Contents: Chapter Headings, Subheadings, & Hanging Indents Setup

(M.A. Thesis only) Note: It is recommended that you set the dot leaders (previous section), type all the text of the Table of Contents first, and then start formatting it.

To set chapter headings in the Table of Contents:

Select chapter heading (or subheading, see below)

1. Click on the **Home** tab and open the **Paragraph** dialog box.
2. Click on the **Indents and Spacing** if it is not on the top.
3. In the **Indentation** section, click on the down triangle under **Special**.
4. Select **Hanging** from the roll-down list.
5. In the **By** box, select 0.3”.
6. In the **Left** box select 0.3”.
7. Click **OK**. Next, position the cursor after the period behind the number of your chapter,

and tab once (on the keyboard). The title of your chapter will align at 0.3” from the chapter number. Repeat the process with all chapter headings.

Setting Hanging Indents for Subheadings in Table of Contents:

- A hanging indent is characterized by the first line of the paragraph touching the left margin, and subsequent lines are indented. You will need to create hanging indents for the headings in the Table of Contents.
- Follow the above procedures, but in **step 6** in the **Left** box select **0.9”** (for first level subheading).
- Click **OK**.

Your hanging indent for the first level subheading is set. You will have to repeat the process for every level of subheading that you have in each of your chapters of your Table of Contents.

Insert the following numbers:

- Level 2 subheading: in the indentation section select: **Left 1.2”** and **Hanging By 0.3.”**
- Level 3 subheading: in the indentation section select: **Left 1.5”** and **Hanging By 0.3.”**
- Level 4 subheading: in the indentation section select: **Left 1.8”** and **Hanging By 0.3.”**
- Level 5 subheading: in the indentation section select: **Left 2.1”** and **Hanging By 0.3.”**

Repeat the process for every chapter in your Table of Contents.

FOOTNOTES

Note: The information below is for a general guideline only:

Modifying Footnotes Style

In order to create the same style for all footnotes:

1. After entering first footnote notation, place cursor immediately after footnote number.
2. **Right click** the mouse.
3. A new box will open. Select **Style** and follow prompts.
4. Footnotes should be 12 pt. Times New Roman, indented 0.5” on the first line and flush left on succeeding lines.

BIBLIOGRAPHY

Note: The information below is for a general guideline only:

- Do not use spacing and tabs to format your bibliography. Instead, use hanging indents.
- Select all bibliography and format hanging indents
- On the **Paragraph** tab, go to **Indents and Spacing**.
 - Set both **left and right Indentions** to 0.
 - Set **Special** to Hanging; Set **By** to 0.5”.
 - Set **Spacing** to Single.
- Make sure the spacing after selection is set to 12 pt.
- Double space between books and periodicals listed in the bibliography.

- Triple space between headings.
- Page number on the first page of the bibliography should appear centered 0.75" from the bottom.
- Page number on following pages goes 1" from top and right margins.

ORU Library Resources

Research is formalized curiosity.
It is poking and prying with a purpose.

—*Zora Neale Hurston*

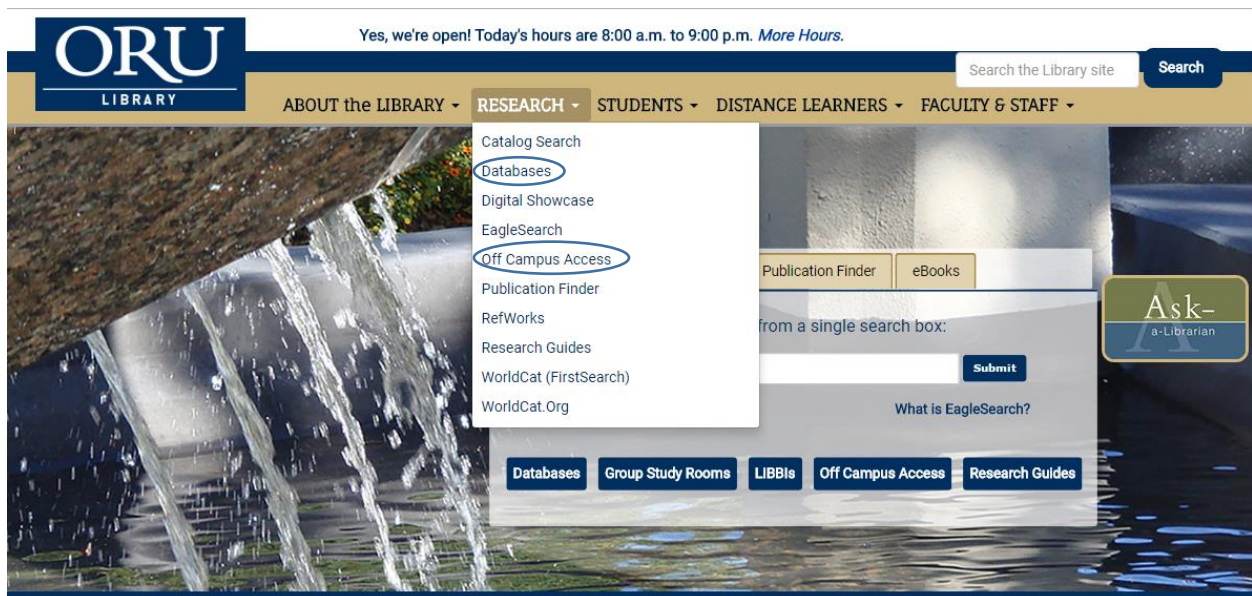
ORU LIBRARY RESOURCES

ACCESS TO ORU LIBRARY DATABASES

Many of the ORU Library's resources are electronic and available via the Internet. Since typically academic bibliographies include journal articles as well as books, you will find ORU's databases essential to your research. Many databases store journal articles from thousands of journals and magazines either in full text or abstract form. Others contain the text of full-length books. Almost all are restricted to use by current ORU students, faculty, and staff.

When ORU Is Your Internet Provider:

To access the ORU Library databases, log onto the ORU network with your user name and password. Then, go to the [Library Web Page](http://oru.libguides.com/library) (oru.libguides.com/library) and select [Databases](#) (under "Research" at the top of the page).



Via Another Internet Provider:

Go to the ORU [Library Web Page](http://oru.libguides.com/library) (oru.libguides.com/library). Click on "[Off-Campus Access](#)" (under "Research" at the top of the page). A login window will open.

Fill in your ORU Network user name. Typically your user name is the same as your ORU student email address less the @oru.edu. For example, if your email address is gil26456@oru.edu, then your user name would be gil26456. *If you have forgotten your ORU email address, go to <https://vision.oru.edu>, click "Login with Z-Number & PIN" and key in your*

Z number and PIN as instructed. Unless you have changed it, your PIN is your six-digit date of birth (MMDDYY). Once in Vision, click on “Personal Information,” then “View Email Address(es).”

Fill in your ORU Network password. Your network password is typically the same as your ORU email password. If you need help with your password, contact the Student IT Help Desk at (918) 495-6321, or email studenthelpdesk@oru.edu.

After you have filled out your user name and password, the ORU library web page will open again. You are now ready to use the [Databases](#) list or some other research tool, such as the [Library Catalog](#), the [Publication Finder](#) (formerly called the Journals List), or [EagleSearch](#) to begin researching.

DATABASE RESEARCH

You may use ORU’s library databases to search for journal articles and other materials related to a particular subject, keyword, title, Scripture, personal name, etc. To start searching, open the library’s main page and click on the **Databases** button (the link is also available under “Research” at the top of the page).

Once the [Databases](#) list opens, scroll down the page, and click **EBSCO Databases (All)**. Now, check the boxes beside each of the databases you want to search. Theological databases include *ATLA Religion Database with ATLASerials*, *New Testament Abstracts*, *Old Testament Abstracts*, *Index to Jewish Periodicals*, *ATLA Catholic Periodical and Literature Index*, and *Christian Periodical Index*. You may also want to select *Academic Search Complete*, since it indexes a significant number of theological journals, and perhaps one or more of the history databases. If working on a counseling thesis, you may want to select the psychology and/or social sciences databases. Once you have checked the desired databases, click the yellow **Continue** button, located at the top and bottom of the page.

After the search page opens, begin by keying in the search terms that you have selected in the boxes provided. If desired, you may limit your search by selecting a particular field (e.g., “title” or “author”) or by using a limiter, such as a range of dates.

Search the ATLA Database


In the above search, several databases were selected, allowing you to search all of them simultaneously. There are times, though, when it is better to search within just one database (particularly ATLA Religion Database, which is the largest theological database) because you can do specific kinds of searching, such as Scripture searching, which are not available when searching a combination of databases.

To search only the [ATLA Database](#), click the **Choose Databases** at the top of the results page, deselect the databases previously chosen except **ATLA Religion Database with ATLASerials**, and then click OK. Along the blue tool bar at the top of the screen, you will see several options including *Publications*, *Scriptures*, and *More*.

If you are interested in finding articles related to a particular Bible passage, for example, click **Scriptures**. A page will open with a list of the books of the Bible. Scroll down to the book you are researching. To access all the articles related to that book, click the name of the book. To limit the search to a particular chapter in the book, click **Expand**, then click the desired chapter number.

If you want to do a search for a particular subject, click on the **More** link on the blue tool bar and then **Indexes**. Then in the **Browse an Index** box, select **Subjects All**. In **Browse for**, enter the subject that you want to find. Click **Browse**. When a list of subjects opens, select one or more subjects that relate to your interest and click **Add**, and then click **Search**. A list of citations to journal articles and essays in books related to the selected subject will appear.

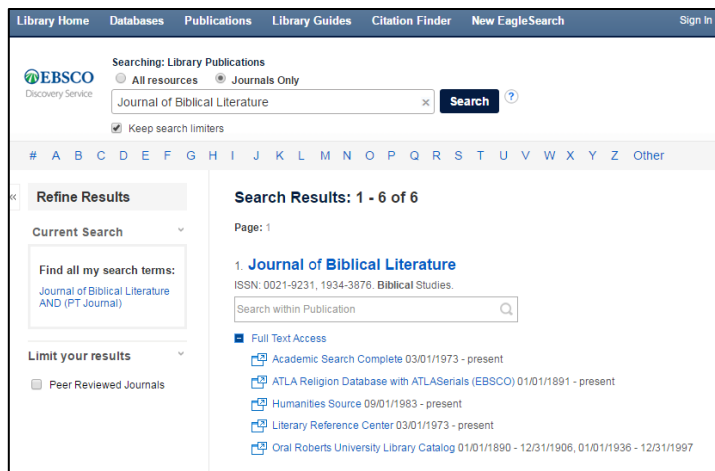
Locate Full Text Journal Articles

If you have a citation in hand for a particular journal article, use the **Publication Finder** to find the full text. To start the search, return to the library web site by clicking the  icon, and then click the **Publication Finder** under “Research” in the top menu. In the search box, key in the title of the desired journal (for example, *Journal of Biblical Literature*). Click **Search**. A new page will open with a list of results.

On the results page, under the journal title (*Journal of Biblical Literature*), are several links to the full text including four online databases, *Academic Search Complete*, *ATLA Religion Database with ATLASerials*, *Humanities Source*, and *Literary Reference Center* and the ORU Library Catalog. (Note: the date range covered in each database varies.) In this case, the *ATLA* database has from 1891 to present, whereas two have 1973 to present and one has 1983 to present.

The ORU **library catalog** link leads you to the catalog entries of the journal holdings that are in paper, microfilm, and/or CD-ROM format. When you click the catalog link, the page opens, taking you to a two-part record related to *Journal of Biblical Literature*. The two parts indicate the two available formats for that journal: paper and microfilm.

As noted, in the image of the search results from **Publication Finder**, four databases are listed as having *Journal of Biblical Literature* articles. See the image below. To find the volume and issue



The screenshot shows the EBSCO Discovery Service search results page. The search term is "Journal of Biblical Literature". The results are displayed as a list of six items, with the first item being "1. Journal of Biblical Literature". The search results are filtered to show "Full Text Access" only. The list includes links to "Academic Search Complete 03/01/1973 - present", "ATLA Religion Database with ATLASerials (EBSCO) 01/01/1891 - present", "Humanities Source 09/01/1983 - present", "Literary Reference Center 03/01/1973 - present", and "Oral Roberts University Library Catalog 01/01/1890 - 12/31/1906, 01/01/1936 - 12/31/1997".

desired, click the name of a database that contains the date of the article. A page will open with the years of publication listed. Click the desired year, and then the desired volume and issue. Alternatively, search for the article title in the search box that pops up under the journal name.

The screenshot shows a 'Publications' page with navigation links for 'Previous Record' and 'Next Record'. Below is a search box labeled 'Search within this publication'. The main content is 'Publication Details For "Journal of Biblical Literature"'. It lists the following information:

- Title: Journal of Biblical Literature
- Alternative Title: SBL, JBL
- Corporate Author: Society of Biblical Literature and Exegesis (US), Society of Biblical Literature
- ISSN: 0021-9231
- ISSN-L: 0021-9231
- Publisher: Society of Biblical Literature
- Place of Publication: United States of America (the)
- Date of Publication: 1963-
- Historical Publisher Information: Society of Biblical Literature and Exegesis, US, 1890-1962

On the right side, there is a vertical list of years from 2017 down to 2005, each with a plus sign, indicating available issues.

FIND BOOKS USING THE LIBRARY CATALOG

You can search the books and audiovisual materials available at the ORU library by using the online library catalog. Go to the main library web page. In the top menu, click **Catalog Search** under “Research.” The page that opens is the library catalog.

Now you can begin your search by selecting which index you want to use by using the arrow down box on the left. Among the choices are title, author, subject, and call number. In the search box, enter a term (word or phrase) appropriate to the index that you have selected. Click **Submit**.

A new page will open with the results of your search (see image below). Scroll through the list. When you find a title that looks relevant, click it for more information. If you decide you want the book, note the title, call number, and location in the library so you can find it on the shelf.

Note: To go back and forth from the results list to the records of individual titles, it is best to use the “Return to Browse” button provided rather than the browser back button.

The screenshot shows the ORU Library catalog search results for the keyword 'atonement'. The search bar shows 'Advanced Keyword' with 'atonement' entered and a search button. Below the search bar, it indicates '448 results found. Sorted by relevance | date | title'. There are pagination controls for 'Result Page' from 1 to 9, with 'Next'.

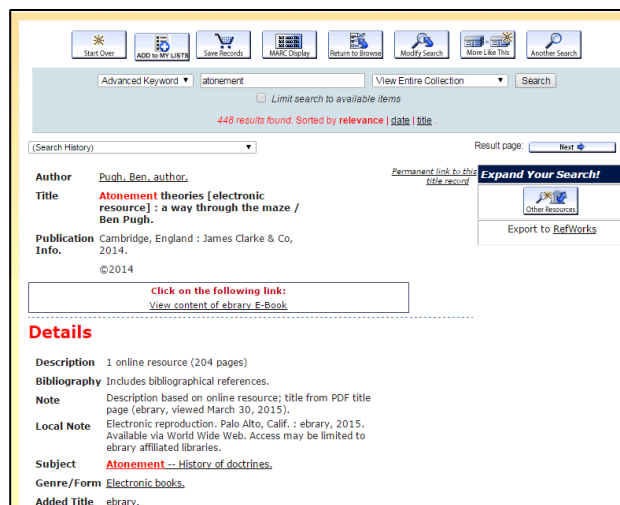
The results are listed under 'Advanced Keywords (1-50 of 448)'. The top section is 'Most relevant titles entries 1-90'. The first four results are:

- 1 Atonement theories a way through the maze**
Pugh, Ben, author.
Cambridge, England : James Clarke & Co, 2014.
- 2 The day of atonement its interpretations in early Jewish and Christian traditions**
Leiden : Brill, c2012.
- 3 Atonement and the logic of resurrection in the Epistle to the Hebrews**
Moffitt, David M.
Leiden ; Boston : Brill, c2011.
- 4 Preaching the Atonement**
Stevenson, Peter K.
Louisville, Ky. : Westminster John Knox Press, c2009.

Each result includes a 'Book Cart' icon and a 'BOOK' icon. At the bottom, there is a table with columns for 'Location', 'Call No.', and 'Status':

Location	Call No.	Status
IRC 4th Floor Books	BT268 .S74 2009	AVAILABLE

A small image of the book cover for 'Preaching the Atonement' is shown at the bottom right.




EAGLESEARCH: A DISCOVERY TOOL

The library has a powerful discovery tool called *EagleSearch* that allows many of the library resources to be searched simultaneously. To use this research tool, click *EagleSearch* under “Research” in the top menu of the library home page.

From the “Search Options,” choose a discipline to search, e.g., “Psychology,” “Religion & Philosophy,” or “Sociology.” The search will not be limited only to databases specifically in the selected discipline(s) because many multidisciplinary databases, such as *Academic Search Complete* and *Humanities Source*, also contain religious material. After checking the desired discipline(s), key in a word or phrase in one of the search boxes, select a field if desired, and click Search.


The results page will indicate the number of items found. To see results of only a certain type (“full text,” “peer-reviewed,” etc.), select one or more limiters in the left menu. You may also limit the results by a date range or by a source type (“academic journals,” “reviews,” “books,” etc.). To extend the search in a database beyond EagleSearch, click one of the widgets in the right menu.

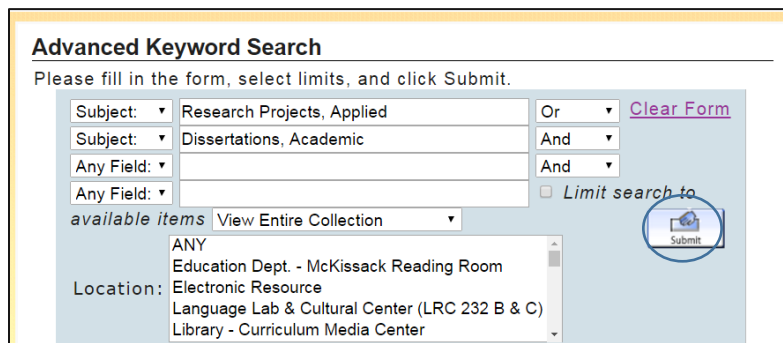
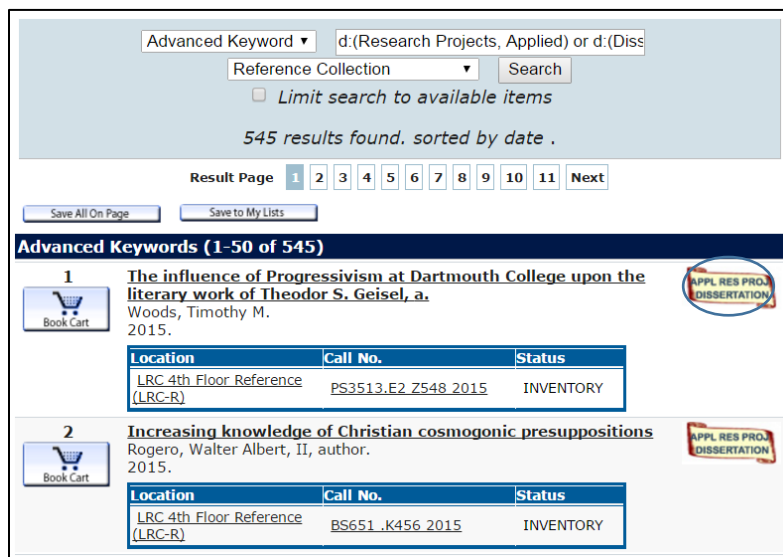
Browse the results by scrolling down the page. When you find a relevant item, click the title to see the detailed record. If the full text of the item is available, you will see an  icon indicating that fact. The full text is usually in PDF format, although some articles are available in only HTML, and some in both PDF and HTML.

FIND THESES AND DISSERTATIONS

Other resources that you will find useful in your research are theses, dissertations, and applied research projects. Some of these are searchable in the library catalog, while others are accessible only through a few of the databases.

Dissertation Databases. The library subscribes to [ProQuest Dissertations & Theses Global](#), a major database that provides indexing for millions of theses and dissertations, of which the full text of 1.2 million is available for immediate download. To find out about other dissertation databases and websites, see the [How to Find... Theses, Dissertations, and Applied Research Projects Guide](#) on the ORU library web pages.

Library Catalog. To search the [library catalog](#) for projects and dissertations, click “Advanced Search” in the right menu and then select *Subject* in the first arrow-down box on the left. Then, in the first search box, type *Research Projects, Applied*. Next select *or* in the right drop-down box, and select *Subject* again, and key in *Dissertations, Academic*. Click *Submit*. On the results page, you can tell which ones are projects and dissertations by the symbol . The results list will include theses from other academic institutions that are held in the ORU library, in addition to those written by ORU graduate students.



Advanced Keyword Search results for: d.(Research Projects, Applied) or d.(Dissertations, Academic)

545 results found. sorted by date .



Result Page: 1 2 3 4 5 6 7 8 9 10 11 Next

Save All On Page | Save to My Lists

Advanced Keywords (1-50 of 545)

1  **The influence of Progressivism at Dartmouth College upon the literary work of Theodor S. Geisel, a.**
Woods, Timothy M.
2015. 

Location	Call No.	Status
LRC 4th Floor Reference (LRC-R)	PS3513.E2 Z548 2015	INVENTORY

2  **Increasing knowledge of Christian cosmogonic presuppositions**
Rogerero, Walter Albert, II, author.
2015. 

Location	Call No.	Status
LRC 4th Floor Reference (LRC-R)	BS651 .K456 2015	INVENTORY

WorldCat Dissertations Database. To access the WorldCatDissertations database, on the main page of the library, click the Databases link under “Research” in the top menu. Then click the last entry on the Databases page, [WorldCatDissertations](#). The *Advanced Search* page will open

(see the image below). To find a title, do a keyword search for the author's last name and two or three keywords from the title.

The screenshot shows the search interface for 'WorldCat Dissertations and Theses'. At the top, there are navigation links for 'Subjects', 'News', and 'Help'. Below that, there are 'Search' and 'Clear' buttons. The 'Search in database:' section shows 'WorldCatDissertations' selected. The 'Search for:' field contains 'Bible Acts Criticism, interpretation, etc.' and the 'Subject' dropdown is set to 'Subject'. There are two 'and' dropdown menus for combining search terms. The 'Limit to:' section includes 'Year' (format: YYYY-YYYY), 'Language' (set to 'No Limit'), and 'Number of Libraries' (set to 'All'). The 'Limit type to:' section has a grid of checkboxes for various material types: Books, Visual Materials, Computer Files, Internet Resources, Serial Publications, Sound Recordings, Archival Materials, Continually Updated Resources, Articles, Musical Scores, and Maps. The 'Subtype limits' section has dropdowns for 'Any Audience', 'Any Content', and 'Any Format'.

To search for theses in a general subject area, select **Subject** in the first drop-down arrow box (as seen in the image). Type your topic of interest, and then click **Search**. When the list of results comes up, scan the list for relevant titles. Some theses may be available in the ORU library, while others may be borrowed through inter-library loan.

SELECTED REFERENCE RESOURCES

Numerous reference resources in the ORU Library may be used for theological or biblical research. Several of these are described below:

Bible Dictionaries and Bible Encyclopedias. To find general history or background information on persons, places, customs, subjects, etc., use Bible dictionaries and Bible encyclopedias.

- LRC-R indicates that the item is shelved in the Reference area.
- EBSCO, Ebook Central, Credo, or GVRL (Gale Virtual Reference Library) indicates that the item is an electronic book available online and searchable in the library catalog.
- Non-Reference printed books are generally located either in the Main Collection (LRC-4) or the Holy Spirit Research Center (LRC-5)

Examples:

- *Analytical Lexicon of New Testament Greek* – PA881.A55 2012 LRC-R
- *The Anchor Bible Dictionary* – BS440.A54 1992 Vol. 1–6 LRC-R
- *Baker Encyclopedia of the Bible* – BS440.B26 1988 LRC-R
- *Baker Illustrated Guide to Everyday Life in Bible Times* – BS440.B27 2013 LRC-R
- *Baker Theological Dictionary of the Bible* – BS440.E78 2000 LRC-R
- [*Biographical Dictionary of Christian Theologians*](#) – Ebook Central

- [Blackwell Ency. of Mod. Christian Thought](#) – EBSCO; BR95.B58 1995 LRC-R
- [Britannica Encyclopedia of World Religions](#) – Ebook Central
- [Companion Encyclopedia of Theology](#) – Ebook Central; BR118.C66 1995 LRC-R
- *The Concise Greek-English Lexicon of the New Testament* – PA881.D36 2009 LRC-R
- [Critical Terms for Religious Studies](#) – Credo Reference
- [Dictionary of Biblical Criticism and Interpretation](#) – EBSCO
- *Dictionary of the Bible* (Hastings) – BS440.H5 1988 LRC-R
- *Dictionary of Christian Biography* (Walsh) – BR1700.3.D53 2001 LRC-R
- *A Dictionary of the Bible* (Browning) – BS440.B73 2004 LRC-R
- *Dictionary of Early Christian Beliefs* – BR66.5.D53 1998 LRC-R
- *Dictionary of Early Christian Literature* – BR66.5 .L4813 2000 LRC-R
- *Dictionary of Ethics, Theology & Society* – BJ63 D53 1996 LRC-R
- [Dictionary of Jesus and the Gospels](#) – Ebook Central; BS2555.52 .D53 2013 LRC-R
- *Dictionary of Major Biblical Interpreters* – BS501.A1 H57 2007 LRC-R
- *Dictionary of Mission: Theology, History, Perspect.* – BV2040.L4813 1997 LRC-R
- [Dictionary of the Old Test.: Hist. Books](#) – Ebook Central; BS1205.55 .D53 2005 LRC-R
- [Dictionary of the Old Testament: Pentateuch](#) – Ebook Central; BS1225.52 .D53 2003 LRC-R
- [Dictionary of the Old Testament Prophets](#) – Ebook Central; BS1505.55 .D53 2012 LRC-R
- [Dictionary of the OT: Wisdom, Poetry & Writings](#) – Ebook Central; BS440.D53 2008 LRC-R
- *Dictionary of Pastoral Care and Counseling* – BV4011.3.D53 2005 LRC-R
- *Eerdmans Dictionary of the Bible* – BS440.E44 2000 LRC-R
- [Encyclopaedia Judaica](#) – Gale Virtual Reference; DS102.8.E496 2007 LRC-R
- *Evangelical Dictionary of Christian Education* – BV1461.E93 2001 LRC-R
- *Evangelical Dictionary of World Missions* – BV2040.E92 2000 LRC-R
- *Handbook of Contemporary Preaching* – BV4222.H35 1992
- *HarperCollins Bible Dictionary* – BS440.H235 1996 LRC-R
- *Holman Bible Dictionary* – BS440.H69 1991 LRC-R
- *Illustrated Bible Dictionary* – BS440.D6x 1980 Vol. 1–2 LRC-R
- *Interpreter's Dictionary of the Bible* – BS440.I63 1962 Vol. 1–4 LRC-R
- [The Jewish Religion: A Companion](#) – EBSCO
- [Macmillan Dictionary of the Bible](#) – Credo Reference
- *Mercer Dictionary of the Bible* – BS440.M429 1990 LRC-R
- *New Bible Dictionary* – BS440.D734 1996 LRC-R
- [New Catholic Encyclopedia](#) – GVRL; BX841.N44 2003 Vol. 1–15 LRC-R
- *New Dictionary of Christian Ethics and Pastoral Theo* – BJ1199.N495 1995 LRC-R
- [The New Encyclopedia of Judaism](#) – Credo Reference; BM50 .E63 2002 LRC-R

- *New International Dictionary of New Testament Theology and Exegesis* – BS2312.N48 2014 LRC-R
- *The New Interpreter's Dictionary of the Bible* – BS440.N443 2006 Vol. 1–5 LRC-R
- *Oxford Dictionary of the Christian Church*, 3rd ed. – BR95.O8 1997 LRC-R
- *Oxford Dictionary of World Religions* – BL31.O84 1997 LRC-R
- [*Prime-Time Religion: An Encyclopedia of Religious Broadcasting*](#) – Ebook Central; BV656 .M45 1997 LRC-R
- [*Who's Who in Christianity*](#) – Ebook Central
- [*Who's Who in the New Testament*](#) – Ebook Central
- [*Who's Who in the Old Testament*](#) – Credo Reference
- *World Christian Encyclopedia* – BR157.W67 2001 Vol. 1–2 LRC-R
- *World Religions* – BL31.W67 1998 LRC-R
- *Wycliffe Bible Encyclopedia* – BS440.W92 Vol. 1–2 LRC-R
- *Zondervan Pictorial Encyclopedia of the Bible* – BS440.Z63 1976 Vol. 1–5 LRC-R

Concordances. To find a particular Bible verse when you know a key word *in a specific translation of the Bible*, use concordances. Call number section BS425. Examples:

- *New American Standard Exhaustive Concordance of the Bible*
BS425.N385 LRC-R
- *The New Strong's Expanded Exhaustive Concordance of the Bible*
 - BS425.S8 2001 LRC-R
 - Contains Hebrew and Greek dictionaries.
- *The NIV Exhaustive Concordance*
 - BS425.G62 LRC-R
 - Contains Hebrew to English Index-Lexicon, Greek to English Index-Lexicon, and Index of Strong's/Goodrick Kohlberger numbers.
- *Young's Analytical Concordance to the Bible*
BS425.Y7 2014 LRC-R
- BibleGateway.com – available on the Internet.
Allows searching of a number of English versions of the Bible as well as other language translations.

Specialized Bible Dictionaries, English. For in-depth research on a particular English word, see specialized dictionaries. Examples:

- *The Anchor Yale Bible Dictionary* – BS440.A54 2007 LRC-R
- *The Complete Biblical Library* (Harris) – BS2535.2.N474 LRC-R
Includes Harmony of the Gospels, N.T. Study Bible with Interlinear Bible, and NT Greek-English Dictionary and OT Hebrew-English Dictionary –PJ4833.O53 1995 V.1 LRC-R; PJ4833.O53 1996 V.2–7 LRC-R
- *Complete Word Study Dictionary: OT* – BS1121.B35 2003; *NT* – PA881.Z63 1993 LRC-R (Use the English index in the front.)

- *The New International Dictionary of New Testament Theology* (Brown) – BS2397.N48 V.13 LRC-R
- *Theolog. Dict. of the Old Testament* (Botterweck & Ringgren) – BS440.B5713 LRC-R
- *Theological Dictionary of the New Testament* (Kittel) – PA881.K513 LRC-R
- *Vine's Expository Dictionary of Biblical Words* – BS537.E967 1985 LRC-R
- *Vine's Expository Dictionary of Old and New Testament Words* – BS440.V748 1981 LRC-R

Commentaries. For in-depth research on a particular word, Bible verse, social and cultural milieu, etc., see commentaries. General call numbers section is BS490 through 491.5. Other commentaries are under call numbers according to the book of the Bible they discuss. Examples:

- [The Asbury Bible Commentary](#) – Internet
- *Collegville Bible Commentary* – BS491.2.C66 1989 LRC-R
- *Eerdmans Commentary on the Bible* – BS491.3.E37 2003 LRC-R
- *The Expositor's Bible Commentary* – BS491.2 .E96
- *HarperCollins Bible Commentary* – BS491.2.H37 2000 LRC-R
- *Harper's Bible Commentary* – BS491.2.N4 1988 LRC-R
- *New Bible Commentary* – BS491.2.N45 1994 LRC-R
- *The New Jerome Biblical Commentary* – BS491.2.N485 1990 LRC-R
- *The New Interpreter's Bible* – BS491.2 .N484 1994 LRC-R
- [The Oxford Bible Commentary](#) – Ebook Central

For more on Bible commentaries, see the [Bible Commentaries Plus LibGuide](#) on the ORU library website.

Commentaries often come in series. Some are shelved together, while others are not. To find a commentary of a particular book of the Bible in a particular series, do an advanced keyword search in the library catalog for the series title and for the name of the book of the Bible as a keyword (e.g. "Title": Berit Olam AND "Keyword": Ruth). For a list of Bible commentary series available in the ORU Library, click the "Commentaries Series" tab in the [Bible Commentaries Plus LibGuide](#). Examples:

- Abingdon New Testament Commentaries – [OT](#) & [NT](#)
- The Anchor Bible ("Bible. English. Anchor Bible. 1964") – BS192.2.A1 1964.G3
- ([Proverbs 10–31](#), [Mark 8–16](#), [First Corinthians](#), [Philippians](#), and [Revelation](#) available online)
- [Augsburg Commentary on the New Testament \(internet\)](#)
- The Berit Olam series on the Old Testament – LRC-R
- Black's New Testament Commentaries
- International Critical Commentary – BS491.I6 LRC-R
- International Theological Commentary – BS1151.2.I57
- [Interpretation](#) – BS491.2.I54 LRC-R (some volumes available online)

- [The IVP New Testament Commentary Series](#) – Internet
- New International Biblical Commentary – BS2341.2.N48 LRC-R
- New International Commentary on the Old Testament – BS1151.2.N4 LRC-R
- New International Commentary on the New Testament – BS2341.2.B7 LRC-R
- The NIV Application Commentary – BS491.2.N58 LRC-R
- The Old Testament Library – BS1151.2.O4 LRC-R
- The Sacra Pagina series on the New Testament – BS2341.2.S22 LRC-R
- Word Biblical Commentary – BS491.2.W67 LRC-R

Interlinear Bibles. See for a translation and/or transliteration of Hebrew or Greek.

Greek

The Interlinear Hebrew-Greek-English Bible
(Green, BS1 1976)

The Interlinear Greek-English New Testament
(Marshall, BS1965 1959B)

The RSV Interlinear Greek-English New Testament (BS1965 1970)

The Complete Bible Library, “NT Study Bible,” (Harris, BS2535.2.N474. vols. 2–10)

Hebrew

The Interlinear Hebrew-Greek-English Bible
(Green, BS1 1976)

The Interlinear Bible, Hebrew/English
(Green, BS715 1976X)

The NIV Interlinear Hebrew-English Old Testament (BS715 1987b)

Other interlinear Bibles are available online at <http://interlinearbible.org/>.

For research on a particular Hebrew or Greek word, use specialized dictionaries, parsing guides, and lexicons.

Specialized Dictionaries (Hebrew and Greek):

Greek

Dictionary of New Testament Theology
(Brown, BS2397.N48)

Theological Dictionary of the New Testament
(Kittel, PA881.K513)

Theological Lexicon of the New Testament
(PA875.S613)

The Complete Word Study Dictionary (NT)
(PA881.Z63)

The Complete Biblical Library
(Harris, BS2535.2.N474) Greek-English Dictionary, vols. 11–16

Hebrew

Theological Dictionary of the Old Testament
(Botterwick, BS440.B5713)

Theological Wordbook of the Old Testament
(Harris, Archer, Waltke, BS440.T49)

Students’ Hebrew and Chaldee Dictionary
(PJ4833.H1914)

Gesenius’ Hebrew-Chaldee Lexicon to the Old Testament (PJ4833.G41979)

New International Dictionary of Old Testament Theology and Exegesis
(BS440.N438) Vol. 5 has Scripture, subject, and numbering index.

Parsing Guides and Analytical Keys: Greek

A Parsing Guide to the Greek New Testament
(PA847.H3)

The Complete Biblical Library (Harris,
BS2535.2.N474)

Hebrew

Old Testament Parsing Guide
(PJ4645.B43)

Analytical Key to the Old Testament (4 vols.)
(Owens, PJ4731.B53 094)

Lexicons:

Theological [Greek] Lexicon of the New Testament
(PA875.S613, multi-volume set)

A Greek-English Lexicon of the New Testament
(Baur, PA881.B38)

Analytical Greek Lexicon (PA881.A6)

Old Testament Word Studies
(BS1125.W52) Use as a lexicon and
concordance.

*Hebrew and English Lexicon of the Old
Testament* (Brown, PJ4833.G4 1836)

Analytical Hebrew and Chaldee Lexicon
(PJ4833.D3)

*The New Brown, Driver, Briggs, Gesenius
Hebrew & English Lexicon* (PJ4833.B66)

Index to BDB Hebrew Lexicon (PJ4833.B683)

[The Liddell-Scott-Jones Greek-English Lexicon](#) (LSJ) is now freely available online.

OTHER LIBRARY RESOURCES

eBooks. To find eBooks available in the ORU library, go to the catalog and do an [eBook search](#). Or go to the eBooks@ORU guide by clicking the eBooks tab on the Quick Search box on the library home page and then the [eBook Collections](#) link. The ORU library now offers some 150,000 eBooks. The text within these collections is searchable word-for-word by searching in the individual collections, e.g., [Ebook Central Academic Complete](#) (135,450+ eBooks), the [EBSCO eBook collection](#) (13,695+), [Credo](#) (795+), and [Gale Virtual Reference Library](#) (175+).

Table of Contents. One way to keep informed of what is being currently published in theology is to browse the tables of contents of related journals in FirstSearch's *Electronic Collections Online* (ECO). On the ECO page, click "Browse Journal Titles" and then, from the "All Subject Collections," select a category under "Philosophy. Psychology [B-BJ]" or "Religion & Religions [BL-BX]". Begin browsing. *Please note: ECO provides only a small amount of full text.*

Other Formats. Do a subject search in *the Library's online catalog*. On the results list page, click a subject. In the page that opens, scroll down the list scanning entries for format icons. If the list is long, you may wish to limit it to a particular format by selecting one from the *drop-down box*.

Available format limits include *audiobooks*, *audio cassettes*, *DVDs*, and *eBooks*. After making a selection, click *Search*. The results will be limited to the selected format.

Research Guides. Click on [Library Guides](#) in the left menu on the Library home page, and scroll down the page to see the theology-related guides: American Christianity, Bible Commentaries Plus, Theology Resources; Theological & Biblical Word Studies; Theological Reference Materials; Locating an Essay in the ATLA Religion Database; Foreign Countries, Cultures & Missions; Theological Journals Search (guide to open access periodicals searchable via a Google custom search engine).

Special Collections.

- The **ORU Theology Collection** is located on the 4th floor of the LRC, primarily within the BL–BX call number range. These books may be checked out.
- The **Reference Library** has a strong collection of theological resources, to be used only in the Library.
- The **Holy Spirit Research Center**, LRC, 5th floor

One of the largest and most comprehensive Pentecostal/charismatic and Holy Spirit collections in the world, the HSRC contains over 13,000 books; 1,400 periodicals; over 9,300 audio-visual holdings, including audio and data CDs, DVDs, audio cassettes, VHS videos, and vinyl audio records; over 4,000 open reel audio tapes; and 1,700 indexed information files holding over 33,000 items (ephemera such as tracts, pamphlets, brochures, unpublished papers, newsletters, and news articles). Contact Dr. Mark Roberts, Director, for hours: 918-495-6899, or hsrc@oru.edu.

The following special collections may be accessed by permission through the Circulation Desk. A key to the collection room may be checked out from the Circulation Desk for a maximum of four hours.

- **William Sanford LaSor Collection**, LRC 408E-F
- **Elmar Camillo Dos Santos Collection**, LRC 408L-M
- **Jewish Theological Seminary Collection**, LRC 408L-M
- **Temple Israel Library** has a long-standing agreement to allow ORU students to check out their materials. You may visit the Temple library any time during normal business hours. Search library web site at: <http://www.templetulsa.com/library/>
Temple Israel, 2004 East 22nd Place, Tulsa, Oklahoma 74114-2800
Administrative Office: (918) 747-1309

Online Jewish Research Sources

- [Babylonian Talmud Research Guide](#)
- [Encyclopedia Judaica](#)
- [Jewish Encyclopedia](#)
- [Jewish National and University Library \(JNUL\) Digitized Book Repository](#)
1,100 digitalized volumes, from 15th century incunabula to early 20th century works
- [RAMBI](#) – index to articles and books on Jewish studies by the Jewish National and University Libraries.

- [The Talmud](#) Guide (Yale University Library)
- [WebShas](#) – index to the Talmud

Other Online Resources

- [Library Resources for Distance Learners](#) – link located on Grad Theology class pages
- [Library Distance Learner Web Page](http://oru.libguides.com/distance): <http://oru.libguides.com/distance>
- [Digital Showcase](#) – ORU’s digital repository which includes such resources as:
 - [Spiritus: ORU Journal of Theology](#) – ORU’s recently revived theological journal
 - [Chilean Pentecostal Periodicals, 1909–1983](#)
 - [Oral Roberts Evangelistic Association \(OREA\) Magazines \(1947–1991\)](#)
 - [Regnum Edinburgh Centenary Series](#) – full text e-books on Christian mission
 - [Theological Heritage of ORU](#) – includes lectures by former beloved ORU professors Charles Farah and Howard M. Ervin
 - [Theological Research Exchange Network \(TREN\)](#) – full text dissertations and theses from various seminaries and Bible colleges

Note: Parts of the library section were adapted from the ORU Library’s website (<http://oru.libguides.com/library>). (Library section revised 5/24/2019 sjs.)

Footnote & Bibliographic Examples

and

Greek and Hebrew Text Citation Examples

Learn as much by writing as by reading.

—*Lord Acton*

FOOTNOTE AND BIBLIOGRAPHIC EXAMPLES

Turabian style is required for the bibliography and footnotes. Refer to Turabian chapters 16–17 for the general samples of style. This manual deals with the bibliographical entries that are most commonly used by theological students in the seminary.

- Use the standard 12-point font for footnotes and bibliography.
- When referencing a specific publisher, refer to the publisher exactly the same way in all notes and bibliographic entries.
- Never use a title in a note of bibliographic entry (Rabbi, Rev., Dr.).
- Never use degrees in a note of bibliographic entry (BA, MA, PhD).
- In the examples below, the first entry is for a footnote; the second for a bibliography.

MULTIVOLUME WORKS – BOOKS

1. One author, several volumes:

¹R. T. Kendall, *Understanding Theology*, vol. 1 (Ross-shire, UK: Christian Focus, 1996), 178.

Kendall, R. T. *Understanding Theology*. Vol. 1. Ross-shire, UK: Christian Focus, 1996.

2. One author, several volumes, translated:

²Adolf von Harnack, *History of Dogma*, vol. 2, trans. Neil Buchanan (London: Williams and Norgate, 1910), 120.

Harnack, Adolf von. *History of Dogma*. Vol. 2. Translated by Neil Buchanan. London: Williams and Norgate, 1910.

³Hecataeus, “Aegyptiaca 11.3–4,” in *Greek and Latin Authors on Jews and Judaism*, vol. 1, *From Herodotus to Plutarch*, ed. Menahem Stern (Jerusalem: The Israel Academy of Sciences and Humanities, 1974), 28.

Hecataeus. “Aegyptiaca 11.3–4.” In *Greek and Latin Authors on Jews and Judaism*. Vol. 1, *From Herodotus to Plutarch*. Edited by Menahem Stern, 20–46. Jerusalem: The Israel Academy of Sciences and Humanities, 1974.

3. One author, different title for each volume:

⁴Justo Gonzalez, *The Story of Christianity*, vol. 2, *The Reformation to the Present Day* (Peabody, MA: Prince Press, 1985), 57.

Gonzalez, Justo. *The Story of Christianity*. Vol. 2, *The Reformation to the Present Day*. Peabody, MA: Prince Press, 1985.

4. Independent Titles and Different Authors for Each Volume:

⁵Brian Rapske, *The Book of Acts and Paul in Roman Custody*, vol. 4, *The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter (Grand Rapids: Eerdmans, 1994), 26.

Rapske, Brian. *The Book of Acts and Paul in Roman Custody*. Vol. 4, *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1994.

5. Multiple authors with the same name (Jr., Sr., III):

⁶Cleon L. Rogers Jr. and Cleon Rogers III, *The New Linguistic and Exegetical Key to the Greek New Testament* (Grand Rapids: Zondervan, 1998), 144.

Rogers, Cleon L., Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.

BIBLE COMMENTARIES (In Bibliography, list under Books)

1. Author given, no volume number:

¹Philip A. Bence, *Acts: A Bible Commentary in the Wesleyan Tradition*, New Beacon Bible Commentary (Indianapolis: Wesleyan Publishing, 1998), 33.

Bence, Philip A. *Acts: A Bible Commentary in the Wesleyan Tradition*. New Beacon Bible Commentary. Indianapolis: Wesleyan Publishing, 1998.

2. Author and volume number given:

²Edward F. Campbell, *Ruth*, Anchor Bible, vol. 7 (Garden City, NY: Doubleday, 1975), 27.

Campbell, Edward F. *Ruth*. Anchor Bible. Vol. 7. Garden City, NY: Doubleday, 1975.

3. Several volumes by the same author:

(Note: abbreviated names/initials are only acceptable when the full name is not cited in the original and is unknown. See example below.)

³F. Delitzsch, *Biblical Commentary on the Book of Job*, Part 2, Biblical Commentary on the Old Testament, vol. 2, trans. Francis Bolton (Grand Rapids: Eerdmans, 1949), 115.

Delitzsch, F. *Biblical Commentary on the Book of Job*. Part 2. Biblical Commentary on the Old Testament. Vol. 2. Translated by Francis Bolton. Grand Rapids: Eerdmans, 1949.

4. Commentary as a part of the volume in a multivolume set:

⁴Fred B. Craddock, “The Letter to the Hebrews: Introduction, Commentary, and Reflections,” *New Interpreter’s Bible*, vol. 12 (Nashville: Abingdon, 1998), 54.

Craddock, Fred B. “The Letter to the Hebrews: Introduction, Commentary, and Reflections.” *New Interpreters Bible*. Vol. 12. Nashville: Abingdon, 1998.

5. Editor or Compiler as “Author”:

⁵Edward Hastings, ed., *The Speaker’s Bible*, vol. 15 (Grand Rapids: Baker, 1971), 123.

Hastings, Edward, ed. *The Speaker’s Bible*. Vol. 15. Grand Rapids: Baker, 1971.

ARTICLES IN THEOLOGICAL DICTIONARIES, WORDBOOKS, ENCYCLOPEDIAS, CONCORDANCES, AND LEXICONS

(See Form and Style: Dictionary/Encyclopedia Entries [also Concordances and Lexicons])

In Bibliography, list under Books.

In the footnote, indicate the page(s) of the particular reference cited.

1. Signed article (article has its own separate author—also include page #(s) in bibliographic citations):

¹Hayim Lapin, “Rabbi,” *Anchor Bible Dictionary*, vol. 5, ed. David Noel Freedman (New York: Doubleday, 1992), 601.

Lapin, Hayim. “Rabbi.” *Anchor Bible Dictionary*. Vol. 5. Edited by David Noel Freedman. New York: Doubleday, 1992. 601.

²J. Fredrick McCurdy, “Covenant,” *The Jewish Encyclopedia*, vol. 4, ed. Isidore Singer (New York: KTAV Publishing House, 1964), 318.

McCurdy, J. Fredrick. “Covenant.” *The Jewish Encyclopedia*. Vol. 4. Edited by Isidore Singer. New York: KTAV Publishing House, 1964. 318.

2. Unsigned articles (article does not have its own separate author)

Dictionary/Encyclopedia articles without separate authors for each article:

³Ronald F. Youngblood, ed., “Angel,” *Nelson’s New Illustrated Bible Dictionary*, rev. ed. (Nashville: Thomas Nelson, 1995), 15.

Youngblood, Ronald F., ed. *Nelson’s New Illustrated Bible Dictionary*. Rev. ed. Nashville: Thomas Nelson, 1995.

⁴John D. Davis, “Baptism,” *The Westminster Dictionary of the Bible*, rev. ed., vol. 1, rev. Henry Synder Gehman (Philadelphia: The Westminster Press, 1944), 59.

Davis, John D. *The Westminster Dictionary of the Bible*. Rev. ed. Vol. 1. Revised by Henry Synder Gehman. Philadelphia: The Westminster Press, 1944.

3. Concordances: List each individual word entry in footnotes, but cite only the concordance or titled concordance part/section in the bibliography.

⁵Robert Young, “heavens,” *Analytical Concordance to the Bible*, 22nd American ed. (Grand Rapids: Eerdmans, 1970), 472.

Young, Robert. *Analytical Concordance to the Bible*. 22nd American ed. Grand Rapids: Eerdmans, 1970.

⁶James Strong, “οὐρανός,” “A Concise Dictionary of the Words in the Greek Testament,” in *The New Strong’s Exhaustive Concordance of the Bible* (Nashville: Thomas Nelson, 1990), 53.

Strong, James. “A Concise Dictionary of the Words in the Greek Testament.” In *The New Strong’s Exhaustive Concordance of the Bible*. Nashville: Thomas Nelson, 1990.

4. Lexicons: List each individual word entry in footnotes, but cite only the lexicon in the bibliography.

⁷Walter Bauer, “οὐρανός,” *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, trans. and adapt. William F. Arndt and F. Wilburg Gingrich, 4th rev. and aug. ed. (Chicago: University of Chicago, 1952), 599.

Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by William F. Arndt and F. Wilburg Gingrich. 4th rev. and aug. ed. Chicago: University of Chicago, 1952.

⁸Francis Brown, C. Briggs, and S. R. Driver, “יוֹם,” *The Brown-Driver-Briggs Hebrew and English Lexicon (BDB)* (Peabody, MA: Hendrickson, 1996), 1029.

Brown, Francis, C. Briggs, and S. R. Driver. *The Brown-Driver-Briggs Hebrew and English Lexicon (BDB)*. Peabody, MA: Hendrickson, 1996.

PERIODICALS

**In the footnote, indicate the page(s) of the particular material cited in your text.
In the bibliographic entry, list the entire pagination of the article.**

1. Journals with successive pagination throughout the different issues:

¹Ruth Lienhard, "A 'Good Conscience': Differences Between Honor and Justice Orientation," *Missiology* 29 (2001): 132.

Lienhard, Ruth. "A 'Good Conscience': Differences between Honor and Justice Orientation." *Missiology* 29 (2001): 131–141.

2. Journals with separate pagination for each issue:

²Cartright C. Bellworthy, "Reform of Congressional Remuneration," *Political Review* 7, no. 6 (1990): 89, 93–94.

Bellworthy, Cartright C. "Reform of Congressional Remuneration." *Political Review* 7, no. 6 (1990): 89–94.

³Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–84.

3. Magazines:

⁴Art Moore, "Does 'The Gift of Salvation' Sell Out the Reformation?" *Christianity Today*, 27 April 1998, 17.

Moore, Art. "Does 'The Gift of Salvation' Sell Out the Reformation?" *Christianity Today*, 27 April 1998, 16–18.

4. Newspapers:

⁵Tim Talevich, "Eugene Bible College Earns Accreditation," *The Register-Guard*, November 26, 1983, sec. C, p. 11.

Talevich, Tim. "Eugene Bible College Earns Accreditation." *The Register-Guard*, November 26, 1983, sec. C, p. 11.

ANCIENT WRITERS (Also see *SBL*, 2nd ed., 8.3, especially 8.3.6; 8.3.7; and 8.3.8.)

1. Church Fathers/Ante-Nicene Fathers/Nicene and Post-Nicene Fathers:

¹Irenaeus, *Against Heresies* 5.5.1 (ANF 1:530).

Irenaeus. *Against Heresies*. Book 5. In *The Ante Nicene Fathers*. Vol. 1. Edited by Alexander Roberts and James Donaldson. Revised by A. Cleveland Coxe. Buffalo: Christian Literature Company, 1885. Reprint, Peabody, MA: Hendrickson, 1995.

²Origen, *On First Principles*, Book I, trans. G. W. Butterworth (Gloucester, MA: Peter Smith, 1973), Preface, Section 8.

Origen. *On First Principles*. Book I. Translated by G. W. Butterworth. Gloucester, MA: Peter Smith, 1973.

³John Chrysostom, *Interpretatio Omnium Epistularum Paulinarum*, ed. F. Field (Oxford, UK: Clarendon, 1849–1862), 10, quoted in Mark J. Edwards, ed., *Ancient Christian Commentary on Scripture: New Testament*, vol. 8 (Downers Grove, IL: InterVarsity, 1999), 306.

Chrysostom, John. *Interpretatio Omnium Epistularum Paulinarum*. Edited by F. Field. Oxford, UK: Clarendon, 1849–1862. Quoted in Mark J. Edwards, ed. *Ancient Christian Commentary on Scripture: New Testament*. Vol. 8. Downers Grove, IL: InterVarsity, 1999. 306.

⁴*The Clementine Homilies* 1.3 (ANF 8:223).

The Clementine Homilies. Homily 1. In *The Ante-Nicene Fathers*. Vol. 8. Edited by Alexander Roberts and James Donaldson. Revised by A. Cleveland Coxe. Buffalo: Christian Literature Company, 1887. Reprint, Peabody, MA: Hendrickson, 1994.

⁵Augustine, *Letters of St. Augustin* 28.3.5 (NPNF 1:252).

Augustine. *Letters of St. Augustin* 28. In *The Nicene and Post-Nicene Fathers*. Vol. 1, no. 1. Edited by Philip Schaff. Buffalo: Christian Literature Company, 1886. Reprint, Peabody, MA: Hendrickson, 1994.

2. Classical authors:

⁶Flavius Josephus, *Jewish War*, in *The Works of Josephus*, vol. 4, trans. and ed. William Whiston (New York: Oakley, Mason, 1869), 85.

Josephus, Flavius. *Jewish War*. In *The Works of Josephus*. Vol. 4. Translated and edited by William Whiston. New York: Oakley, Mason, 1869.

3. Rabbinical or Jewish writings: (Also see *SBL*, 2nd ed., 8.3.8.)

⁷Judah David Eisenstein, “Sabbatical Year and Jubilee,” *The Jewish Encyclopedia*, vol. 10, ed. Isidore Singer (New York: Funk and Wagnalls, 1905), 605.

Eisenstein, Judah David. *The Jewish Encyclopedia*. Vol. 10. Edited by Isidore Singer. New York: Funk and Wagnalls, 1905. 605.

⁸Marcus Jastrow, ed., “fm1v2,” *A Dictionary of the Targumim, the Talmud Babli and Yerushalmi, and the Midrashic Literature*, vol. 2 (Brooklyn, NY: P. Shalom, 1967), 1595.

Jastrow, Marcus, ed. *A Dictionary of the Targumim, the Talmud Babli and Yerushalmi, and the Midrashic Literature*. Vol. 2. Brooklyn, NY: P. Shalom, 1967.

⁹m. Sanhedrin 10:2, *The Mishnah*, trans. Herbert Danby (London: Oxford University Press, 1933). **(first footnote for Mishnah)**

⁹m. Sanhedrin 10:4. **(subsequent footnote for Mishnah)**

The Mishnah. Translated by Herbert Danby. London: Oxford University Press, 1933.

¹⁰b. Sanhedrin 97a. *The Babylonian Talmud*, ed. I. Epstein (London: Soncino, 1935). **(first footnote for Talmud)**

¹⁰b. Sanhedrin 97b. **(subsequent footnote for Talmud)**

The Babylonian Talmud. Edited by I. Epstein. London: Soncino, 1935.

¹¹Nahum M. Sarna, *Deuteronomy: The Traditional Hebrew Text with New JPS Translation*, The JPS Torah Commentary (Philadelphia: The Jewish Publication Society, 1991), 169.

Sarna, Nahum M. *Deuteronomy: The Traditional Hebrew Text with New JPS Translation*. The JPS Torah Commentary. Philadelphia: The Jewish Publication, Society, 1991.

¹²*Song of Songs Rabbah* 7.7.1 (*Midrash Rabbah* 9:289).

Song of Songs. Translated by Maurice Simon. In *Midrash Rabbah*. Vol. 9. Edited by H. Freedman and Maurice Simon. 3rd ed. New York: The Soncino Press, 1983.

¹³Tosefta *Kiddushin* 1:12.

The Tosefta. Vol. 1. Translated by Jacob Neusner. Peabody, MA: Hendrickson, 2002.

Also see <http://web.oru.edu/library/guides/talmud.html>; “Jewish Sources” in Form & Style section of this manual; and *SBL* 2nd ed., 8.3.8.

ELECTRONIC DOCUMENTS

- **Important Note:** Electronic/online references should be **verifiable, academic sources**. If a website's reliability is in question, students need to consult their professor for approval.
- Web entries are to be no more than 1/3 of the total bibliographic sources.
- While the web provides numerous sites and is easily accessible, it is best to use it as a secondary source of information rather than the primary (see chapter 15 in Vyhmeister and Robertson for further guidance on web sources).
- **Place in the following bibliographic categories:**
 - **Database** entries should normally be placed under Periodicals (or other appropriate category heading).
 - **E-Books** should be placed under Books.
 - **CD-Rom** references put with appropriate section, e.g., Periodicals, Books
 - **Pure Web-Entries** should be placed under Other Sources
 - Other web entries should be placed under appropriate category heading.

Important:

- With sites containing web addresses, the first date in the footnote and bibliographic entries should refer to the creation, revision, or last update of the article/information being cited.
- The second date in the footnote and bibliographic entries refers to the day the site was accessed.
- In a professional site, the name in italics that precedes the article date is the name of the web site.

1. Journal article from a database:

¹Carl Graesser Jr., "Righteousness, Human and Divine," *Currents in Theology and Missions* 10, no. 3 (June 1983): 135, *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

Graesser, Carl Jr. "Righteousness, Human and Divine." *Currents in Theology and Missions* 10, no. 3 (June 1983): 134–141. *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

2. Magazine article from a database:

²Mark Galli, "The Fear that Draws Us: What Happens When We Really Grasp that God is Almighty," *Christianity Today*, November 2013, 48, *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

Gallis, Mark. "The Fear that Draws Us: What Happens When We Really Grasp that God is Almighty." *Christianity Today*, November 2013, 45–50. *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

3. Reference article from a database:

³Lavina Cohn-Sherbok, "John of Damascus (c.675–c.749)," *Who's Who in Christianity* (Routledge, 2002), n.p., *Credo Reference Database*, Ezproxy (11 September 2010).

Cohn-Sherbok, Lavina. "John of Damascus (c.675–c.749)." *Who's Who in Christianity*. Routledge, 2002. *Credo Reference Database*, Ezproxy (11 September 2010).

4. Journal article from online journal (ejournal):

⁴Tonya Browning, "Embedded Visuals: Student Design in Web Spaces," *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n.p., <http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

Browning, Tonya. "Embedded Visuals: Student Design in Web Spaces." *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n.p. <http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

⁵David N. Biven, "Cataloging the Gospels' Hebraisms: Part V (Parallelisms)," *Jerusalem Perspective*, 29 November 2010, n.p., <http://www.jerusalemerspective.com/6628/> (8 May 2015).

Biven, David N. "Cataloging the Gospels' Hebraisms: Part V (Parallelisms)." *Jerusalem Perspective*. 29 November 2010. N.p. <http://www.jerusalemerspective.com/6628/> (8 May 2015).

5. Article in an electronic magazine (ezine):

⁶Nathan Myhrvold, "Confessions of a Cybershaman," *Slate*, 12 June 1997, n.p., <http://slate.msn.com/id/1904/> (22 July 2003).

Myhrvold, Nathan. "Confessions of a Cybershaman." *Slate*. 12 June 1997, n.p. <http://slate.msn.com/id/1904/> (22 July 2003).

6. Online book:

⁷Peter J. Bryant, *Biodiversity and Conservation* (Irvine, CA: University of California Irvine, 2003), n.p., <http://darwin.bio.uci.edu/sustain/bio65/Titlpage.htm> (22 July 2003).

Bryant, Peter J. *Biodiversity and Conservation*. Irvine, CA: University of California Irvine, 2003. <http://darwin.bio.uci.edu/sustain/bio65/Titlpage.htm> (22 July 2003).

7. E-Book from a database:

⁸Louis P. Pojman and Jeffery Reiman, *The Death Penalty: For and Against* (Lanham, MD: Rowman and Littlefield, 1998), 34–36 (E-book accessed on 24 October 2000, from EBSCOhost eBook collection).

Pojman, Louis P. and Jeffery Reiman. *The Death Penalty: For and Against*. Lanham, MD: Rowman and Littlefield, 1998. E-book accessed on 24 October 2000, from EBSCOhost eBook collection.

⁸Pamela Sue Anderson and Jordan Bell. *Kant and Theology* (New York: Bloomsbury Publishing PLC, 2010), n.p. (E-book accessed on 27 June 2016 from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=601511>).

Anderson, Pamela Sue, and Jordan Bell. *Kant and Theology*. New York: Bloomsbury Publishing PLC, 2010. E-book accessed on 27 June 2016 from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/oru-ebooks/detail.action?docID=601511>).

8. Electronic Books: Kindle, Microsoft Reader, Nook, etc. (see Turabian 17.1.10)

- *Indicate a format other than print at the end of the citation.*
- *If page numbers are not included in the electronic format, include an indication of chapter or section or other locator. (See Turabian 17.1.10)*

⁸Phyllis Trible, *God and the Rhetoric of Sexuality* (Philadelphia: Fortress, 1978), Kindle Electronic Edition: Chapter 4, Location 288–90.

Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress, 1978. Kindle Electronic Edition.

Note different formats of same book:

Austin, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle Electronic edition.

Austin, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. PDF e-book.

Austin, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Microsoft Reader e-book.

9. Books and Journals in print now on the Internet:

⁹John Gill, *Exposition of the Whole Bible*, *Archive.today*, 12 January 2013, <http://archive.is/W6ONa> (12 February 2015).

Gill, John. *Exposition of the Whole Bible*. *Archive.today*. 12 January 2013. <http://archive.is/W6ONa> (21 February 2015).

¹⁰Bruce K. Waltke, “Righteousness in Proverbs,” *Westminster Theological Journal* 70 (2008): 227, <http://www.wts.edu/uploads/images/files/70.2.Waltke.Righteousness%20in%20Proverbs.pdf> (26 May 2009).

Waltke, Bruce K. “Righteousness in Proverbs.” *Westminster Theological Journal* 70 (2008): 225–237. <http://www.wts.edu/uploads/images/files70.2.Waltke.Righteousness%20in%20Proverbs.pdf> (26 May 2009).

10. Software book reference: *List under Books in bibliography*

⁶A. W. Tozer, *And He Dwelt Among Us: Teachings from the Gospel of John*, comp. and ed. James L. Snyder (Ventura, CA: Regal, 2009), 17, Logos Bible Software Version 6. 2015.

Tozer, A. W. *And He Dwelt Among Us: Teachings from the Gospel of John*. Compiled and edited by James L. Snyder. Ventura, CA: Regal, 2009. Logos Bible Software Version 6. 2015.

11. Software search result (that does not reference a book/work within the software): *List under Other Sources in bibliography*

¹²Logos Bible Software, “Bible Text Search Results for ‘Baptize’ in the ESV,” 21 February 2014, n.p., Logos Bible Software Version 6. 2014.

Logos Bible Software. “Bible Text Search Results for ‘Baptize’ in the ESV.” 21 February 2014. Logos Bible Software Version 6. 2014.

12. Software guide/search result (that does not reference a book/work within the software): *List under Other Sources in bibliography*

¹³Accordance Bible Software, “Exegetical Guide Results for John 1:1—Word by Word,” 21 February 2014, n.p., Accordance Bible Software Version 6. 2000–2014.

Accordance Bible Software. “Exegetical Guide Results for John 1:1—Word by Word.” 21 February 2014. Accordance Bible Software Version 6. 2000–2014.

13. Pure Web Article (Not a book or part of a book; not a periodical article nor part of a periodical article): *List under Other Sources in bibliography*

¹⁴Steven J. Cole, “Baptism: Some Common Questions Answered,” *Bible.org*, 20 September 2013, n.p., <https://bible.org/article/baptism-some-common-questions-answered> (21 February 2015).

Cole, Steven J. "Baptism: Some Common Questions Answered." *Bible.org*. 20 September 2013. N.p. <https://bible.org/article/baptism-some-common-questions-answered> (21 February 2015).

14. Email:

¹⁵Richard McBrien (rmbrien@nd.edu), Reply to Query Regarding Catherine LaCugna, email to Sally Shelton (sshelton@oru.edu) (16 February 2004). McBrien, Richard (rmbrien@nd.edu). Reply to Query Regarding Catherine LaCugna.

Email to Sally Shelton (sshelton@oru.edu) (16 February 2004).

MISCELLANEOUS

1. Article in a Study Bible or book

¹James Carroll Tollett, "The Holy Spirit at Work [Exodus]," in *New Spirit-Filled Life Bible*, ed. Jack Hayford (Nashville: Thomas Nelson, 2002), 76.

Tollett, James Carroll. "The Holy Spirit at Work [Exodus]." In *New Spirit-Filled Life Bible*, ed. Jack Hayford, 76. Nashville: Thomas Nelson, 2002.

2. Secondary source of quotation: (The "4, n. 16" in the reference below refers to page 4, "note" 16 in that source)

²M. L. Peel, "Theological Education in America," *Vox Theologica* 33 (1962–63): 85; quoted in Jacob Firet, *Dynamics in Pastoring* (Grand Rapids: Eerdmans, 1986), 4, n. 16.

Peel, M. L. "Theological Education in America." *Vox Theologica* 33 (1962–63): 85. Quoted in Jacob Firet, *Dynamics in Pastoring*. Grand Rapids: Eerdmans, 1986. 4, n. 16.

3. Class papers:

³Wojtek Panas, "The Righteousness of God in Romans," a paper presented for GBIB 517 Paul: Mission & Message, Oral Roberts University, November 2002, 10.

Panas, Wojtek. "The Righteousness of God in Romans." A paper presented for GBIB 517 Paul: Mission & Message, Oral Roberts University, November 2002.

4. Class notes (from lectures):

⁴Larry Hart, "Azusa Street," class notes from GTHE 663 Charismatic Theology, Oral Roberts University, October 2004.

Hart, Larry. "Azusa Street." Class notes from GTHE 663 Charismatic Theology, Oral Roberts University, October 2004.

5. Class handout composed by professor:

⁵Ann Young, “Flashbacks: What Helps,” class handout from PRM 627 Crisis Counseling, Oral Roberts University, January 1998.

Young, Ann. “Flashbacks: What Helps.” Class handout from PRM 627 Crisis Counseling, Oral Roberts University, January 1998.

6. Reprint:

⁶John L. Nevius, *Demon Possession* (New York: Fleming H. Revell, 1894; reprint, Grand Rapids: Kregel, 1968), 274.

Nevius, John L. *Demon Possession*. New York: Fleming H. Revell, 1894. Reprint, Grand Rapids: Kregel, 1968.

7. Component part by one author in a work edited by another:

⁷Richard M. Davidson, “Headship, Submission, and Equality in Scripture,” in *Women in Ministry: Biblical and Historical Perspectives*, ed. Nancy Vyhmeister (Berrien Springs, MI: Andrews University Press, 1998), 266.

Davidson, Richard M. “Headship, Submission, and Equality in Scripture.” In *Women in Ministry: Biblical and Historical Perspectives*, ed. Nancy Vyhmeister, 259–295. Berrien Springs, MI: Andrews University Press, 1998.

8. Footnote with multiple entries:

⁸Walter R. Martin, *Kingdom of the Cults* (Minneapolis: Bethany Fellowship, 1977), 172; Ruth A. Tucker, *Another Gospel* (Grand Rapids: Zondervan, 1989), 75; and Ron Rhodes, *The Challenge of the Cults and New Religions* (Grand Rapids: Zondervan, 2001), 59.

9. Archived sources:

⁹Senethea Meyer, “Historical Notes of Eugene Bible College” (Eugene, OR: Eugene Bible College, 2004, library archives), 2.

Meyer, Senethea. “Historical Notes of Eugene Bible College.” Eugene, OR: Eugene Bible College, 2004. Library archives, 1–6.

10. Interview:

¹⁰Choo Lak Yeow, Executive Director of the Association for Theological Education in Southeast Asia, interview by author, Singapore, 15 July 1985.

Yeow, Choo Lak, Executive Director of Association for Theological Education in Southeast Asia.

Interview by author. Singapore. 15 July 1985.

11. Applied Research Project/Dissertation/Thesis:

¹²Carol Peters Tanksley, “Decreasing Anxiety Through Training in Spiritual Warfare,” (D. Min. proj., Oral Roberts University, 2009), 25.

Tanksley, Carol Peters. “Decreasing Anxiety Through Training in Spiritual Warfare.” D. Min. proj., Oral Roberts University, 2009.

12. Subsequent Reference Examples (for footnotes only):

- If more than one citation to a particular source appears, subsequent references to that source need only to be noted in a shortened form. This applies to most all referenced materials.
- The shortened citation usually contains the **author’s last name** (unless others have the same name) and **page number**.
- If different works are cited that were written by the same author, the title of the work must also be included.
- The order then would be the **author’s last name, title, and page number**.
- Works with **no author** need to only list the **title and page number**.
- Make sure when citing books, the title is always *italicized*.
- Place the name of the title of an article or similar type of reference, in “quotes.”

BOOKS

1. Only one book cited by author:

¹Bloesch, 12.

2. One book by more than one author:

²Fee and Stuart, 33.

3. Two books by the same author:

³Bloesch, *The Evangelical Renaissance*, 12.

⁴Bloesch, *The Invaded Church*, 56.

4. Kindle books

⁵Tribble, Kindle ed.: chap. 4, loc. 288–90.

JOURNALS/MAGAZINES

1. One article cited by author:

¹Moore, 79.

2. One article by more than one author:

²Uzzi and Spiro, 2.

Two articles by the same author with successive pagination:

³Mercadante, “Are We All Immigrants?,” 3–4. (*cite all pages used*)

⁴Mercadante, “Winners or Whiners?,” 16. (*For journals, magazines, articles, etc. list the title of the article rather than the title of periodical it came from, if the same author is cited for two different articles.*)

Examples are transferable to most all other types of referenced materials.

Note: If an example of a particular source cannot be found in this manual or in Turabian, consult *The Chicago Manual of Style*, 16th ed., *SBL*, 2nd ed., or your professor for assistance.

The above samples of style were adapted from Turabian, 8th ed., ch 17; Vhymeister and Robertson, 3rd ed., chs. 19, 22; and *SBL Handbook of Style*, 2nd ed., ch. 6.

GREEK AND HEBREW TEXT CITATION EXAMPLES

Greek Text Citation Sample

- To embed fonts (MS Word): File>Options>Save>Click *Embed fonts in the file*.
- Both Greek and English texts are indented half an inch from the left margin and single-spaced.
- Greek block quotes need to begin double-spaced after the text.
- The translation of the verse must begin double-spaced after the citation of the Greek text.
- At the end of the translation, double-space between the translation and the start of the remainder of the main body of text.
- Both the Greek text block quote and translation need to be single-spaced.
- See example below:

30 Τί οὖν ἐροῦμεν; ὅτι ἔθνη τὰ μὴ διώκοντα δικαιοσύνην κατέλαβεν δικαιοσύνην, δικαιοσύνην δὲ τὴν ἐκ πίστεως, 31 Ἰσραὴλ δὲ διώκων νόμον δικαιοσύνης εἰς νόμον οὐκ ἔφθασεν. 32 διὰ τί; ὅτι οὐκ ἐκ πίστεως ἀλλ' ὡς ἐξ ἔργων προσέκοψαν τῷ λίθῳ τοῦ προσκόμματος, 33 καθὼς γέγραπται· ἰδοὺ τίθημι ἐν Σιών λίθον προσκόμματος καὶ πέτραν σκανδάλου, καὶ ὁ πιστεύων ἐπ' αὐτῷ οὐ καταισχυθήσεται.¹

What then shall we say? That Gentiles, who did not seek after righteousness, obtained righteousness, namely the righteousness which is based on faith. But Israel, pursuing after a law of righteousness, did not attain that law. Why not? Because it was not on the basis of faith, but as if it were based on works. They have stumbled over the stumbling stone, as it is written, “See, I am laying in Zion a stone of stumbling, a rock of offense, and whoever believes in him will not be disappointed.”²

Paul begins this new section (Rom 9:30–31) with a paradoxical statement: Gentiles got what they did not pursue (namely, righteousness), while the Jews did not obtain what they pursued (righteousness based on the law).

¹All Greek references are from *The Greek New Testament*, 4th rev. ed., ed. Barbara Aland et al. (Stuttgart: United Bible Societies, 1994).

²Author’s translation.

Hebrew Text Citation Sample

- To embed fonts (MS Word): File>Options>Save>Click *Embed fonts in the file*.
- Hebrew block quotes begin double-spaced after the previous text (see “Hebrew Citations” in Form and Style section for additional line spacing information).
- Block quotes are single-spaced.
- Hebrew text is right-justified.
- The English translation of the verse must begin double-spaced after the citation of the Hebrew text and will be single-spaced and indented 0.5”.
- At the end of the English translation, double-space between the translation and the start of the remainder of the main body of text.
- Adjust Hebrew font size, if necessary, to fit in with size of TNR 12-pt. font.
- See example below:

This righteousness and wickedness referred, of course, only to the particular lawsuit and not to a general reputation of the litigants. This type of language is used for example in Deuteronomy

25:1–2:

קִי־יִהְיֶה רִיב בֵּין אַנְשִׁים וְנָגְשׁוּ אֶל־הַמִּשְׁפָּט וְשִׁפְטוּם וְהִצְדִּיקוּ אֶת־הַצְדִּיק וְהִרְשִׁיעוּ אֶת־הַרְשָׁע: ² וְהָיָה אִם־כָּן הַכּוֹת הַרְשָׁע וְהַפִּילוֹ הַשֹּׁפֵט וְהָקִהוּ לְפָנָיו כְּגִי רִשְׁעוֹתוֹ בְּמִסְפָּר:

When there is a strife between men and they go to the court, the judges will judge them, justifying the righteous and condemning the guilty. Then if the guilty man deserves to be beaten, the judge shall cause him to lie down and be beaten in his presence with a number of stripes in proportion to his offense.²

In this case וְהִרְשִׁיעוּ (Hiphil of צדק means, “declare to be righteous, or not guilty,”³

and הַרְשָׁע (also Hiphil, רשע) means “condemn or declare to be guilty.”⁴

¹All Hebrew references are from *Biblia Hebraica Stuttgartensia*, 5th corrected ed. (Stuttgart: United Bible Societies, 1997).

²Author’s translation.

³Francis F. Brown, S. R. Driver, and Charles A. Briggs, “צדק,” *The Brown-Driver-Briggs Hebrew and English Lexicon* (Peabody, MA: Hendrickson, 1996), 15.

⁴Brown, Driver, and Briggs, “רשע,” 25.

PART III
PH.D. DISSERTATION MANUAL

GTHE 990 Dissertation and GTHE 905 Dissertation Defense

OVERVIEW: RESEARCH AND WRITING

Goals: Upon successful completion of Research Methods and the Ph.D. curriculum, the student will be able to perform the following:

- Demonstrate the will and tenacity to complete a scholarly research project
- Show the ability to follow proper research methodology
- Demonstrate the ability to organize and interpret material in a particular degree area
- Make an original and/or supportive scholarly contribution
- Demonstrate a scholarly writing style

The Ph.D. Research Methods course provides the opportunity for students to utilize and integrate knowledge of theological and hermeneutical perspectives, methodological tools, languages, research skills, and socio-historical information in the chosen discipline in order to produce an academic study demonstrating competency in one specialized aspect of a topic in the area of the student's concentration. The Ph.D. courses allow students the opportunity to conduct research in a specific area and organize and present the results of the research in a systematic way. Each student has a faculty advisor to guide him or her in the researching and writing of the dissertation. The dissertation requires the student to contribute new or unique insights or positions concerning the topic, and to show mastery of existing resources and knowledge in one aspect of the discipline.

GTHE 990 DISSERTATION: RESEARCH AND PROPOSAL

Choosing a Dissertation Topic

A dissertation topic must spring from your own energies and interests. The first step toward defining a topic is to determine your primary areas of interest. The role of self-examination in this process is critical.

You can begin by looking over your past graduate studies, especially noting your fields of interest. What courses have you taken? What have you written about in your research papers or master's thesis? Also, think about why you decided to concentrate on this particular program. As you consider these and other similar questions, you will begin to discern certain patterns or trends in your work. Contemplation of these issues will allow you to define your general areas of interest.

Since your dissertation will occupy a large portion of your time in the next few years, it is imperative that you choose a topic that is interesting and intriguing to you. Being interested in your topic will also improve the quality of your work. The last thing you need is to be bored by your dissertation.

Finding a topic within an area of interest is more difficult. A topic is best formulated as a question. But the questions cannot be too broad, for a topic must have focus. Nor can it be too narrow, since the goal of a good dissertation is to express thoughts of general importance through detailed analysis of a specific subject.

Because the purpose of this process is to formulate a focused and thought-provoking question, the best way to uncover topics in your area of interest is to begin posing questions. Start with the issues that stand out in your mind. Also, read some scholarly literature on approaches you might take. If your topic seems too broad or too narrow, refer to Part 2 of Turabian for further ideas on approaches you might take.

The selection of a topic for a thesis must be made in close communication with your thesis supervisor; however, the final choice of the topic is your responsibility. Before seeing the professor about a topic, complete the initial pre-research and write down two or three possible topics. Your professor can help you to focus on the particular area of research.

Ph.D. Dissertation Process

- **Dissertation Proposal**

Upon successful completion of the comprehensive examinations, students will submit a Dissertation Proposal/Prospectus. They will work closely with the assigned academic adviser to make the work a clear, distinct, substantive, and unique work. The completed formal dissertation proposal must be presented to and approved by the ORU Ph.D. Program Committee. The proposal should include dissertation title, a problem statement or thesis, research questions or hypothesis, a literature review related to the research, methodology to be employed, a description

of how track, elective, and dissertation research courses will be integrated in the research design, an explanation of how the findings will be reported, categories for the conclusions and recommendations, and a preliminary outline of the dissertation. Proposals will be evaluated and the following assessments offered:

- Accepted, no revisions
- Accepted with minor revisions
- In Process, significant changes needed
- Rejected (This will be rare, especially as the student works with the adviser; however, there will be one opportunity for a resubmission within six months.)

With the successful completion of the qualifying exam and the approval of the dissertation proposal, the student will be assigned a guidance committee comprised of a faculty mentor and two faculty advisers whose research expertise is directly related to the projected research identified in the proposal in order to develop the study program.

- **Dissertation**

A research dissertation advances knowledge in the field of study and enables the participant to integrate and apply his or her learning in global academic and ministry contexts. **Dissertation Submission:** The student will work closely with his or her adviser on the writing of the dissertation and on the submission of individual chapters. The adviser will give timely critique and feedback and the student will be expected to make the appropriate changes and edits. When the dissertation is completed, the student will submit the final draft for review by his or her entire academic team, in preparation for the Oral Defense.

- **Oral defense**

When the student's dissertation mentor (supervisor) confirms that the dissertation is ready for review, the dissertation will then be submitted to the ORU copy editor, who will work with the student as he or she corrects any content and formatting errors. The dissertation will not officially be accepted by the dissertation committee until approved by the ORU copy editor. After completion of the formatting of the dissertation, the student must submit a copy of the dissertation to each member of his or her dissertation committee and any outside reader(s) appointed by the committee. When the dissertation committee and the outside reader(s) deem that the student's dissertation meets the standards of the academy, his or her oral defense will be scheduled at a time most convenient for both the student and the committee. Often the defense will be conducted residentially, but the defense can also be conducted via a long-distance (i.e., Skype, Robot, Zoom) conference phone call. The student's defense will be open to the academy if conducted in person.

If the student's dissertation defense is successful, the dissertation committee members and outside reader will approve the dissertation by signing the approval page. The student will make any final revisions suggested at the defense. The dissertation will then be submitted to the ORU copy editor for final approval. The dissertation will not officially be accepted by the Seminary until approved by the ORU copy editor.

- **Bound dissertation copies**

As a requirement for graduation, the student must provide the ORU Ph.D. department with three bound copies of the completed dissertation. A copy will be given to the student's mentor, one will be archived in the department, and one will be housed in the ORU library. When the dissertation has been submitted in bound form to the department and all other graduation details completed, the degree will be awarded.

A Call to Excellence

Writing a dissertation is the culmination of the Ph.D. program. As such, it should demonstrate the students' command of sound scholarship, solid research, critical thinking, and exemplary writing abilities. Whether students go on to a professional career in teaching, ministry, administration, or writing, it is critical they master the necessary skills to clearly articulate academic, biblical, and theological truth.

Writing the Dissertation Proposal

The following information has been adapted from *Quality Research Papers for Students of Religion and Theology*, 3rd ed., by Nancy Jean Vyhmeister and Terry Dwain Robertson. For further explanation of the process of proposal writing, see pages 122–127 in their book. A dissertation proposal provides a clear guide for the research process; it also becomes the basis for the introduction to your dissertation. The proposal should be between 8–10 double-spaced pages (excluding front matter and bibliography). The whole proposal is dedicated to an explanation of what the dissertation will contain, breaking down your solid thesis statement. The major parts of the proposal are listed below:

Major Parts of the Dissertation Proposal

Be sure final proposal follows the outline below precisely.

1. **Title Page**
2. **Abstract:** An abstract is a concise summary of the thesis (approx. 150 words and contained on one page), intended to inform prospective readers about its content.
3. **Outline/Table of Contents:** The outline is the backbone of the thesis and should be as specific as possible. It provides the basis for organization of the research report and for the table of contents. The outline should be done in close cooperation with the advisor. (See Vyhmeister and Robertson, pp. 124–125)
4. **Background and Statement of the Problem:** Begin your proposal with a background for the study and the statement of the problem. The problem must be clearly stated: Exactly what is to be researched? You may also show the scope or extent of the problem. It should point to:
 - a. A gap in knowledge
 - b. An unclear situation
 - c. An unresolved question

- d. A lack of information
 - e. An unknown
 - f. A specific question to be investigated and answered
 - g. A problem to be researched and solved.
5. Any cultural, social, political, and historical information that provides greater understanding or clarification of the topic is valuable.
 6. **Thesis Statement:** A clear and concise statement that communicates the main premise of the thesis, often in a question form.
 7. **Purpose:** Determine what to do with the problem. Are you going to analyze? Compare and contrast? Reconstruct? Chronologically address? Synthesize? The purpose of the thesis tells the reader what you are going to do about the problem.
 8. **Objectives and Significance:**
 - a. What is the value of the research to a given discipline? Why is doing this research important?
 - b. You may also present the significance of your research. Who will benefit from having this problem solved? How important is it to answer this question?
 9. **Delimitations and Limitations:**
 - a. The delimitations outline the parameters chosen by the writer—what will and will not be discussed, and why.
 - b. In defining limitations, the writer points out any hindrances to the study, such as lack of library facilities or language limitations.
 10. **Definition of Terms:** It is important to indicate the specific use of certain terms in your thesis. In doing so, readers are informed of their exact use, as they may not be familiar with denominational, local, or unique terms that are part of addressing your thesis statement.
 11. **Methodology:** Methodology refers to the way you will go about achieving the purpose already stated. You must ask, “How am I going to do this?” The thesis supervisor and faculty reader need to be convinced that the route you have chosen will lead to a successful resolution of the problem. Also, your methodology will provide the foundation for your Abstract and Table of Contents.
 12. **Presuppositions or Assumptions:** Presuppositions or assumptions are basic understandings that undergird the researcher’s thinking on a given topic—in other words, what one takes for granted. Readers will be better able to follow the researcher’s thinking when they know the presuppositions/assumptions of the writer.
 13. **Hypothesis** (optional, depending on topic): Tentative solution to the problem; an indication of the expected result of the study.
 14. **Bibliography:** *15 annotated bibliographic sources and at least 45 additional sources.* An annotated bibliography contains the usual bibliographical information; but in addition, it gives a brief description of the summary of a source and how relevant it is to the thesis statement. The 15 annotated sources should be the best sources that you have found for your thesis (see Vyhmeister and Robertson, p. 77).

Sample Outline:

- I. First level sentence.
 - A. Second level sentence.
 - B. Second level sentence.
 1. Third level sentence.

2. Third level sentence. (If the information in a given level is long enough to need more than one line, be sure to single space within the level, double space between levels, and begin succeeding lines immediately below the first letter of the first word of the first line.)
 - a. Fourth level sentence.
 - b. Fourth level sentence.
 - i. Fifth level sentence.
 - ii. Fifth level sentence.
 - a) Sixth level sentence.
 - b) Sixth level sentence.
- II. First level sentence.
- A. Second level sentence.
 - B. Second level sentence.
 1. Third level sentence.
 2. Third level sentence
 - a. Third level sentence. Fourth level sentence.
 - b. Fourth level sentence.
 - iii. Fifth level sentence.
 - iv. Fifth level sentence.

**GTHE 990 DISSERTATION:
WRITING THE TEXT OF THE DISSERTATION**

The dissertation is expected to reflect logical and analytical thinking, appropriate organization, the use of standard English and acceptable grammar and punctuation, proper documentation, and neat appearance. Writing should be concise, yet comprehensive, and the qualities of unity, coherence, and clarity are paramount.

CRITERIA: While writing your dissertation, keep in mind the following goals and outcomes of the PhD program:

1.1 Program Goals and Outcomes

The program goals (G) of the PhD in Theology express the mission and vision of the ORU Graduate School of Theology and Ministry in general and the PhD program in particular. The learning outcomes (O) identify advanced and integrated knowledge, skills, and competencies that a graduate of the program is expected to be able to demonstrate.

Goals	Outcomes
G1. To enable students to acquire comprehensive knowledge of the disciplines of theological study with specialization in a particular area of study	O.1.1. Demonstrate comprehensive knowledge in and a general mastery of their major area of specialization.
	O.1.2. Demonstrate expertise in the specific area of theology by means of dissertation research.
G2. To provide students with the skills needed to engage in original research at the university and seminary level in their area of theological expertise and to contribute to the body of knowledge in the field through actionable research and publications.	O.2.1. Demonstrate a capacity to produce publication-worthy research and writing that contributes to the knowledge and advancement of the field
	O.2.2. Disseminate the findings of research through traditional and digital means.
G3. To engage students in a sustained exploration of the connections and interactions between the academic disciplines of theological studies and the practices of Christian ministry, mission, spirituality, and social engagement.	O.3.1. Articulate knowledge of the interrelationships between the subject matter of Christian theology and the practices Christian ministry and mission.
	O.3.2. Engage critically in theological reflection on Christian spirituality and social engagement.

G4. To equip students with pedagogical competencies that prepare them to teach and lead in their area of theological expertise in diverse academic and vocational contexts in local and global constituencies.	O.4.1. Demonstrate knowledge of learning theories and methods of assessment in order to help learners to think critically with global awareness and engagement.
	O.4.2. Demonstrate ability to teach and lead effectively in their area of concentration and in their chosen vocational context.
G5. To equip students to interpret and communicate knowledge with sensitivity to the Holy Spirit.	O.5.1. Demonstrate an ability to interpret and to communicate knowledge from a charismatic perspective.
	O.5.2. Demonstrate an awareness of the distinctive characteristics of ORU's constituency, the Spirit-empowered movement.

After completing the program, our students will achieve the above goals by performing the above outcomes in the following three domains:

Knowledge

- Demonstrate a comprehensive knowledge of new trajectories in theology, especially in relation to Spirit-empowered movements in the Global South
- Display an understanding of the spectrum of contextual theology from a Spirit-empowered perspective
- Master the conventions of advanced academic research, including scientific methodologies of scholarly inquiry and data collection
- Understand the significance of the turn to context in global theology.
- Acquire research-based best practices in teaching strategies, instructional planning, attention to the needs of learners, and assessment techniques

Experience

- Confirm the authority of the Bible as the inspired Word of God and the reliable standard of faith, doctrine, and conduct
- Attest to the power of the Holy Spirit as the living presence of God and the source of truth and empowerment in theological reflection
- Know the empowering, renewing, and sanctifying work of the Holy Spirit in their lives
- Comprehend the integration of spiritual experience and ethical integrity as the starting point for Christian scholarship, ministry, and service
- Value academic excellence as integral to seeking the Kingdom God

Practice

- Develop acumen as leading researchers, teachers, and practitioners the Spirit-empowered movements
- Teach with distinction in universities, seminaries, and colleges
- Produce original research and participate in academic associations and conferences at the highest level
- Publish dissertations, monographs, and articles in scholarly series and journals

PARTS OF A DISSERTATION: (Also see example pages section of this manual.)

A. Front Pages (or Front Matter)

The front pages of the document are counted but are **not** numbered. Begin inserting numbers in the Preface (if used) or Acknowledgments, using lower-case roman numerals, centered .75” from bottom of page. Front pages include the following *in the order given*:

1. Blank sheet (fly page) for protection during binding
2. Title page (begin counting front matter)
3. Disclaimer page
4. Approval sheet
5. Abstract
6. Copyright
7. Dedication (if used)
8. Preface (if used) (begin inserting numbers)
9. Acknowledgments (if no Preface, begin inserting numbers)
10. Table of Contents (*see example and formatting pages*)
11. List of tables (if used)
12. List of figures (if used, see Turabian for formatting)

B. Main Body of Text (75–100 pages, Times New Roman 12-pt. font, 80,000 words)

C. Back Pages (or Back Matter)

The back pages of the dissertation should include the following *in the order given*:

1. Appendix(es) (if used)
2. Bibliography
3. Vita (no page number); add blank sheet (fly page) when printing.

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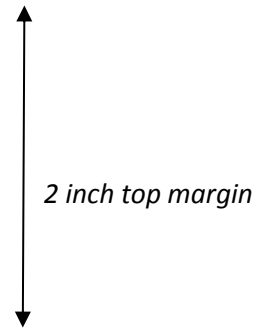
Ph.D. Dissertation

“Write what should not be forgotten.”

Isobel Allende

EXAMPLES – FRONT MATTER

On Page Layout, select "Line Numbers, Continuous" to set up your title page. When done, de-select to delete numbers.



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TITLE OF YOUR DISSERTATION

By

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Line 12

Month and Year Degree Awarded

Dissertation

Line 28

Submitted to the Theological Faculty

in Partial Fulfillment of the Requirements

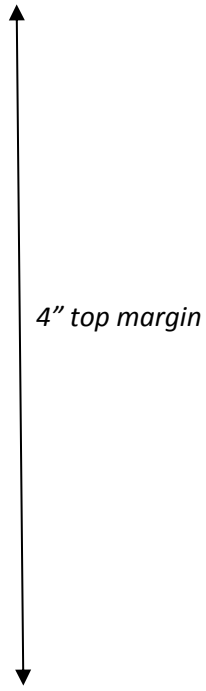
for the Degree of

PH.D. (CONTEXTUAL THEOLOGY)

GRADUATE SCHOOL OF THEOLOGY AND MINISTRY

Line 39

ORAL ROBERTS UNIVERSITY



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Name of your supervisor, Ph.D.
Thesis Supervisor

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Cheryl L. Iverson, Ph.D.
Associate Dean
ORU Graduate School of Theology and Ministry

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ABSTRACT

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Name of student, PhD in Contextual Theology

Title of your dissertation; do not underline; single space the second line

Full name of supervising professor, Ph.D.

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The abstract is typed and double spaced. Indent and start three single spaces below the items of the heading. The abstract shall not exceed 150 words. In Times New Roman 12 pt. font, this should fit on one page. The type is the same throughout the thesis.

Normally, the first paragraph contains the thesis statement, with a brief breakdown or further explanation. The second paragraph addresses the contents of each of your chapters. Chapter 1 discusses . . . Chapter 2 discusses . . . Finally, chapter 3 concludes by . . etc..

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DEDICATION

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“Some theses are dedicated to a special person [or persons], but this is not necessary. In any case, wisdom suggests moderation and reserve in the expression of thanks” (Turabian, A.2.1.4). (This page is optional.)

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PREFACE

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“You may include a preface to explain what motivated your study, the background of the project, the scope of the research, and the purpose of the paper” (Turabian, A.2.1.8). (This page is optional.)

If a Preface is used, insert first page number here, lower case roman numeral, centered 0.75" from bottom of page.

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ACKNOWLEDGMENTS

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In a few sentences, you can express your gratitude to particular professors, family members, or other people who influenced your studies and life.

If Preface is not used, begin inserting page numbers in Acknowledgments, using lower-case roman numerals, centered 0.75" from bottom of page

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TABLE OF CONTENTS

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ACKNOWLEDGEMENTS X

LIST OF ILLUSTRATIONS (if used) X

LIST OF ABBREVIATIONS (if used) X

Chapter

1. SALVATION HISTORY FROM THE BOOK OF GENESIS TO REVELATION..... X

 Level 1 Heading Title..... X

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 Level 1 Heading Title..... X

2. THE HISTORY OF REDEMPTION..... X

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Chapter

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Level 2 Heading Title.....	X
Level 2 Heading Title.....	X
APPENDICES	X
BIBLIOGRAPHY	X

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TABLES

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1. Change for the Recognition of the Effectiveness of the Early Morning Time.....	X
2. Change of Faith Growing of Youth Group through Early Morning Prayer School.....	X
3. Change of Faith Growing of College Group through Early Morning Prayer School.....	X
4. Change of Faith Growing of Youth Group through Early Morning Prayer School.....	X
5. Change of Faith Growing of Young Adult Group through Early Morning Prayer School.....	X

EXAMPLES – MAIN BODY OF TEXT

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CHAPTER 1

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EUGENE BIBLE COLLEGE:
BORN OUT OF REVIVAL

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Introduction < Level 1 subhead (line 4)

Clearly one of the most distinctive points of time in the history of the church is the Pentecostal outpouring that came like a flood in the early part of the twentieth century. William J. Seymour was the dominant figure in this historic event . . .

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Azusa Street < Level 2 subhead (line 3)

The Azusa Street Revival significantly shaped and impacted the Pentecostal churches of America in the early part of the twentieth century. . . .

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Theological Implications < Level 3 subhead (line 3)

From a theological standpoint, many of these early Pentecostals sought to follow a literal interpretation of scripture. . . .

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Spirit Baptism < Level 4 subhead (line 3)

Their biblical understanding of Spirit baptism was that of an experience separate from sanctification. . . .

< Level 5 subhead

Fulfillment of Joel 2:28–32. They felt they were amidst a literal fulfillment of Joel 2:28-32 . . . Although the debate between the cultic/figurative and the literal

interpretation continues, there is no doubt that Malachi calls for faithfulness between husbands and wives because marriage is grounded in the covenant between the husband and wife and Yahweh.¹ However, the traditional view identifies marriage as a covenant and one of the most important scholars to support this view is Gordon Paul Hugenberger. In his book, he presents a thoroughly researched study in biblical ethics especially in the concept of marriage as held by Malachi and other Bible writers. Hugenberger argues that Malachi 2:14 refers to a literal marriage covenant and not to a figurative one as some scholars believe. Malachi 2:14 reads:

אָמַרְתֶּם עַל-מָה עַל כִּי־יְהוָה הָעֵיד בֵּינֶךָ וּבֵין אִשְׁתְּ נְעוּרֶיךָ אֲשֶׁר
 אָתָּה בָּגַדְתָּ בָּהּ וְהִיא חִבְרָתְךָ וְאִשְׁתְּ בְרִיתְךָ:

And you say wherefore? Because the Lord has been a witness between you and the wife of your youth, against whom you have been faithless, though she is your companion and your wife by covenant.²

Hugenberger argues that the endearing designation “the wife of your youth” in 2:14 is in parallel with “the wife of your covenant.” This implies that the covenant in 2:14 was between the husband and wife.³ In Genesis 31:50, the reference of the . . . group was

¹Ralph L. Smith, *Malachi*, Word Biblical Commentary, vol. 32 (Waco: Word, 1984), 325.

²Author’s translation.

³Gordon Paul Hugenberger, *Marriage as Covenant: Biblical Law and Ethics as Developed from Malachi* (Eugene, OR: Wipf and Stock, 1994), 28.

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no change. Rather, in question 6, there was a decrease of 3 points (average -7 as shown in Table 2).

Table 2. Change of Faith through Youth Group

	Pre-test		Post-test		Change		Average Increase (%)	
	T.G	C.G	T.G	C.G	T.G	C.G	T.G	C.G
(5) God-centered Life	11	11	23	11	12	0	109	0
(6) Jesus-like Character	13	13	23	13	10	0	76	0
(7) Neighbor-Centered	11	14	21	11	10	-3	90	-21
Total	35	38	67	35	32	-3	91	-7

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Triple space between the bottom of the table and the first line of the remainder of the text.

Continue with the text as normal.

NOTE:

- The number and title for a table is to be placed at the top of the table and left-justified. (See Turabian, 26.2.2)
- All tables must have narration to introduce or conclude the table. The narration for a table comes before the table itself.
- Turabian has a rather comprehensive list and approach to tables and figures in chapter 8. Please consult this material for further instructions.

EXAMPLES – BACK MATTER

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APPENDIX A (*if used*)

TITLE OF APPENDIX

*Include appendix cover sheet in numbering, but do not put number on page.
See Turabian A.2.3.2.*

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TITLE OF APPENDIX

Put text of appendix here

Appendix page # centered 0.75" from bottom

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BIBLIOGRAPHY

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Books Heading level 1

Bauckham, Richard. "The Motif of Fulfillment and the Purpose of Luke–Acts." In *The Book of Acts in Its First Century Setting*. Vol. 1, *The Book of Acts and Paul in Its Ancient Literary Setting*. Edited by Bruce W. Winter and Andrew D. Clarke, 83–104. Grand Rapids: Eerdmans, 1993.

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—. "The Background of Jesus' Prayer in the Jewish Liturgical Tradition." In *The Lord's Prayer and Jewish Liturgy*. Edited by J. J. Petuchowski and M. Brocke, 205–210. New York: Seabury, 1978.

Hendrickson, William. *Exposition of the Gospel According to Matthew*. New Testament Commentary. Edinburgh: The Banner of Truth Trust, 1976.

Hertz, Joseph H. *The Authorized Daily Prayer Book*. New York: Bloch Publishing, 1948.

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Jeremias, Joachim. *The Lord's Prayer*. Philadelphia: Fortress Press, 1964.

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Other Sources *Heading*

Keathley, J. Hampton III. "Comparing the Old and New Testaments." *Bible.org*. 2 February 2009. <http://bible.org/seriespage/comparing-old-and-new-testaments> (9 May 2011).

Shiple, Cory D. "Increasing Knowledge of Pastors and Church Leaders about Biblical Church Discipline." D. Min. proj., Oral Roberts University, 2009.



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VITA

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Elizabeth Marie Brown was born in Houston, Texas, on April 31, 1949, the daughter of Marie Joanna Brown and Peter Allen Brown. After completing her work at Lamar High School, Houston, Texas, in 1958, she entered Southwest Texas State Teachers' College at San Marcos, Texas. During the summers of 1959 and 1960, she attended the University of Colorado. She received the degree of Bachelor of Science from Southwest Texas State Teachers College in May 1963. During the following years, she was employed as a biology teacher in the Austin High School. In September 1964, she entered The Graduate School of Business of the University of Texas.

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Miscellaneous

Style Sheet

Submission, Publication, & Fees

You fail only if you stop writing.

—*Ray Bradbury*

Style Sheet for Dissertation

Author: _____ Title: _____

Date: _____ Deity pronoun: lower case _____ capitalized: yes _____

Special style notes: _____

Word list: Key terms/capitalization/spelling, etc.

A-B-C-D	Pg.	Decision/Notes	E-F-G-H	Pg.	Decision/Notes
Church Fathers? church fathers?		church fathers	The end time (noun) end-time (adjective)		SBL
I-J-K-L	Pg.	Decision/Notes	M-N-O-P	Pg.	Decision/Notes
kingdom of heaven/God			the Mishnah mishnaich		Not italicized small m
Q-R-S-T	Pg.	Decision/Notes	U-V-W-X-Y-Z	Pg.	Decision/Notes
rabbi Rabbi Akiva Synoptic Gospels		Generic: small r	the Word (Jesus) the word of God		SBL
Abbreviations	Pg.	Decision/Notes	Notes/Misc.	Pg.	Decision/Notes

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- Laser print
- General neatness and legibility; no liquid paper or visible corrections
- No footnote separators that span across the whole page
- No missing pages; pages in order; no upside down pages

Margins:

- Left 1.5"; right and bottom 1"
- Top: first page of table of contents, chapters, and bibliography 2"; thereafter 1.4"

Page numbers:

- On first page of new chapters and bibliography, centered 0.75" from bottom of page
- Following pages top right corner, 1" from top and right margins

Text

- No subheadings on the last line on the page
- Subheading levels match the format of samples in this manual

Front matter pages are in the right order matching the format of samples in this manual:

- Blank sheet
- Title page
- Disclaimer page
- Approval sheet
- Abstract
- Copyright
- Dedication (if used)
- Preface (if used)
- Acknowledgment page: small roman numeral page number (if Preface page not used) centered 0.75" at the bottom of the page (start counting at title page).
- Table of Contents
 - Page numbers: small roman numerals centered at bottom of page
 - Chapters and headings with 0.3" indentation and proper style
 - Page numbers of the chapters and subheadings correspond exactly with page numbers in the text of the document
- List of tables (if used)
- List of figures (if used)
- Appendix (if used)

Main body of text

Back matter pages are in the right order matching format of samples in this manual:

- Appendices (if used)
- Bibliography – proper page numbering
- Vita – no page number
- Blank sheet

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