



# D.Min. Writing Style Guide



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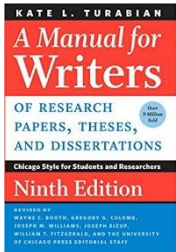
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# AGTS Writing Style Policies

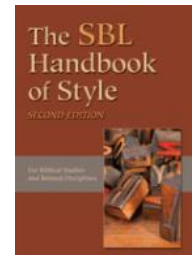
**Turabian-SBL2** style is the Seminary academic writing standard. There are places where Turabian and SBL2 differ; read this Guide carefully for the AGTS standard designated in these instances.



**Turabian** is the basic academic form used by Seminary-degree majors. Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, 9<sup>th</sup> edition: Chicago Style for Students and Researchers*. Chicago, IL: University of Chicago Press, 2018.

Turabian 9 available for purchase [HERE](#).  
Turabian 9 Online “quick guide” available [HERE](#).

**SBL2** (Society of Biblical Literature, 2<sup>nd</sup> edition) is the default style for the biblical disciplines (especially for citations of technical works, such as journals, field-related literature, word-study books, dictionaries, encyclopedias, commentaries, etc., and for abbreviations of Scripture and ancient literature).



Society of Biblical Literature, ed. *The SBL Handbook of Style, 2<sup>nd</sup> Edition*. Atlanta, GA: SBL Press, 2014. <https://www.sbl-site.org/publications/SBLHandbookofStyle.aspx>

*Student Supplement for the SBL Handbook of Style, 2<sup>nd</sup> Edition*:  
<https://www.sbl-site.org/assets/pdfs/pubs/SBLHSupp2015-02.pdf>

**The Chicago Manual of Style** is followed for all matters not covered by Turabian-SBL2. University of Chicago Press Staff, editor, *The Chicago Manual of Style, 17<sup>th</sup> Edition*. Chicago, IL: University of Chicago Press, 2017.

Certain items remain at the **discretion of the program or of individual instructors**, as stated on their respective syllabi. (For example, the Intercultural Studies Department follows the Turabian parenthetical style for in-text citations. **The AGTS Doctor of Ministry program uses the notes-bibliography style of citation** (chapters 16 and 17 in the book) from the Turabian 9<sup>th</sup> edition. You may disregard chapters 18 and 19, the **author-date style**.)

The **responsibility rests with the student**, whether or not he or she uses templates or editors, to ensure accurate form on Seminary papers.

Should you have specific questions regarding style or formatting that you do not find answers to in this Guide, in Turabian, or in SBL2, please consult with your editor.

# Style



Clarity is the point of good grammar. Poor grammar results in vagueness and ambiguity, and the writer's argument is lost. Part III of Turabian (chapters 20-26) covers style issues such as punctuation, special terms, numbers, abbreviations, quotations and tables. The following items (in alphabetical order) address some of the most common style issues that arise while doing D.Min. projects and papers. Items from the Turabian are woven in to this section at their appropriate alphabetical point. For example, look under "P" for "Punctuation" and "N" for Numbers.

## Abbreviations (See Turabian, ch. 24, pp. 342-357)

AG not A/G

Confine use of etc., e.g., and i.e. to parenthetical references followed by a comma. Outside of parenthetical references, use "for example" instead of e.g. and "that is" instead of i.e.

Incorrect: There are multiple ministry roles (e.g. pastor, elder, author)....

Correct: There are multiple ministry roles (e.g., pastor, elder, author)....

Et al. (See below under "Citation Formatting")

Use range of actual pages instead of "ff."

[sic] Other than *sic* (25.3.1, pp. 352-353), do not italicize *Ibid.* or other abbreviations of Latin terms.

a.m. and p.m. rather than AM and PM (23.1.5)

without, not w/o; with, not w/

Do not abbreviate century numbers. (Use thirteenth, not 13th.) Hyphenate twentieth-century only when it modifies something, such as: twentieth-century history...

Put a space between initials of a person's name: A. B. Simpson

Spell out U.S. (United States), U.N. (United Nations), NT (New Testament) [Chicago, 15.34: Abbreviation U.S. is permissible when used as an adjective.]

Spell out an abbreviation at its first use, with the abbreviation in parentheses following: Committee for Accuracy in Middle East Reporting in America (CAMERA).

## Agreement

### Subject-Verb Agreement

[https://owl.purdue.edu/owl/general\\_writing/grammar/subject\\_verb\\_agreement.html](https://owl.purdue.edu/owl/general_writing/grammar/subject_verb_agreement.html)

[http://grammar.ccc.commnet.edu/grammar/sv\\_agr.htm](http://grammar.ccc.commnet.edu/grammar/sv_agr.htm)

[http://guidetogrammar.org/grammar/sv\\_agr.htm](http://guidetogrammar.org/grammar/sv_agr.htm)

If your subject is singular, your verb must be, too.

*Right:* "The boy eats the pie."

*Right:* "The people eat the pie."

It gets trickier when there is a descriptive phrase tucked between the subject and the verb. Remember, a modifier doesn't change the form of the verb.

*Right:* "The group of people *is* eating the pie."

What's the trick here? Knowing how to identify the subject.

In this sentence, "the group" is the subject, not "people."

The subject is always whoever or whatever is performing the action.

Similar mistake: Adjective used as adverb, e.g. "I did good in this course."

Subject-Pronoun Agreement (<http://leo.stcloudstate.edu/grammar/pronante.html>)

*Wrong:* "A child reads better if you read to them every day."

*Right:* "Children read better if you read to them every day."

### Pronoun and Pronoun Antecedent Agreement

(<http://grammar.ccc.commnet.edu/grammar/pronouns.htm>)

*Wrong:* Christians need to experience healing in their life.

*Right:* Christians need to experience healing in their lives.

*Wrong:* The believer is responsible for the strategic investment of their time.

*Right:* The believer is responsible for the strategic investment of his or her time.

## Apostrophes

Use a "curly" apostrophe instead of a straight one.

See Turabian 20.1, 20.2, 21.1 for correct use.

Do not confuse possessives with plural forms.

- For singular possessive use 's (the dog's dish)
- For words ending in "s" use s' (politicians' votes)
- Form the plural of capital letters and numbers with just an "s" (1950s). However, if adding an "s" to a lowercase letter may seem to create a different word (*is*, *As*), then add an apostrophe (dotting the i's).
- Add an apostrophe before s when an abbreviation contains internal periods or both capital and lowercase letters. (PhD's or Ph.D.'s)
- See general rule and special cases listed in Turabian.
- For contractions (in place of the missing letter) It's = it is (not to be confused with Its)

## Articles (use of)

[https://owl.purdue.edu/owl/general\\_writing/grammar/using\\_articles.html](https://owl.purdue.edu/owl/general_writing/grammar/using_articles.html)

<http://www.learnenglish.de/grammar/articlestext.htm>

[http://esl.about.com/od/thebasics/a/a\\_an\\_the.htm](http://esl.about.com/od/thebasics/a/a_an_the.htm)

## Avoid

### Avoid...“Attempt to.”

Instead of saying you will *attempt* to do something in a particular section of your paper or project, just do it.

### Avoid...Colloquial language, Clichés, Trite Expressions.

For example: instead of “a lot of” use “substantial.” These “worn” words (see Cheney, *Getting the Words Right*, 143-145) are OK in the interest of getting your first draft out, but come back and revise them before your final copy. “Because worn out words surface without much thought, they may reflect that lack.” (Cheney, 144).

### Avoid...Dangling Participles.

Dangling participles are modifiers that have no word to which they can be correctly attached. Very often, they are -ing or -ed word groups at the beginning of a sentence.

*Wrong:* Having leaped out of a second-story window, her leg was broken by the fall. (A leg cannot leap out of a window.)

*Right:* Having leaped out of a second-story window, the girl suffered a broken leg in the fall.

*Wrong:* When opened, a snapshot fell out.

*Right:* When the book was opened, a snapshot fell out.

### Avoid...Emphasis Words.

Avoid overuse of trite emphasis words such as really, very, tremendous, greatly, totally, etc.

### Avoid...End-of-Sentence Prepositions.

*Instead of:* Hispanic leaders will need to understand this in order to understand themselves and the emerging youth they will minister to.

*Use:* ...to whom they will minister.

*Instead of:* This is something we need to continually work on.

*Use:* This is something on which we need to continually work.

*Instead of:* I don't know where I am at.

*Use:* I don't know where I am.

### Avoid...Firstly...

*Do not use:* Firstly, Secondly, Thirdly, etc.

*Use:* First, Second, Third.

Avoid...“Giftings.”

Simply use the word “gifts,” as “giftings” is not a word (although used extensively in Christian and specifically Pentecostal/Charismatic circles!).

Avoid...Misplaced Modifiers.

A modifier is misplaced when it is placed next to something it was not meant to modify.

- After rotting in the cellar for weeks, my brother brought up some oranges.
- My brother brought up some oranges after they had rotted in the cellar for weeks.

- For sale: Antique dresser for woman with thick legs and large drawers.
- For sale: Woman's antique dresser with thick legs and large drawers.

Put the modifier as close as possible to the noun it is modifying.

When in doubt, start with the subject; then move right away to your verb.

If you keep your sentence structure simple, you are less likely to misplace a modifier.

- Mother gave the cake to the homeless man that she had baked and iced yesterday.

- Mother gave the homeless man the cake that she had baked and iced yesterday.

- We watched the tree come crashing down with bated breath.
- We watched with bated breath as the tree came crashing down.

- Scurrying into the hole in the baseboard, Melissa spotted a tiny gray field mouse.

- Melissa spotted a tiny gray field mouse scurrying into the hole in the baseboard.

- We need to stop dumping waste into the environment which kills the fish.
- We need to stop dumping waste, which kills the fish, into the environment.

Avoid...Overuse of Commas.

I have always, overused commas, I don't really, know why, they just, fascinate me, commas can be used, for tons, they can be used, for lists, and, totally, rad descriptions, but also, just for fun, I have, been, overusing commas, forever, I know the, proper rules for comma, use, they, have been, drilled into, me all my life, by, my teachers, but still, I overuse them, perhaps, I do not know, how to stop, using them, is it possible that, that one button to the right, of “m” is addictive, I wonder, I do not know, but what I do know, is that I just wrote, one, grammatically correct (according to my computer), sentence with one hundred twenty-one words, in it.



### Avoid...Overuse of Parentheses.

I hereby admit to my addiction (which I also admit to have spelled wrong). You see I have been over using a certain part of grammar to the point that it annoys people, (although it does not annoy me, it creates rather more clarity in my mind). Many people find this certain part of grammar to be rather useful (so perhaps I have just found it to be more useful)! I hate to admit my apparent folly (but I still don't consider it a problem), but I ... I ... OVER-USE PARENTHESES!

### Avoid...Passive Voice.

The passive voice tends to slow down the flow of written material, tends to be vague (*who must consider these things?*), and tends to overuse the verb "to be" instead of using stronger verbs and a better variety of verbs. See *Elements of Style*, 4th edition, p. 18.

*You know you're writing in active voice when the subject of your sentence performs the action. As much as possible, identify who is doing the action as you're putting the sentence into an active form. This gets rid of the "to be" verb (was, were, is, are, being, etc.), puts the sentence into a more vibrant, active form, and informs the reader of the source of the action.*



*Instead of:* "These concerns must be considered."

*Use:* "Participants in the program must consider these concerns."

*Instead of:* "There were a number of dead leaves covering the ground."

*Use:* "Dead leaves covered the ground."

A sentence is in the passive voice if the SUBJECT is not the DOER of the action or if it's not clear who did something.

*Wrong:* The memo was written by the secretary.

A sentence is in the active voice if the SUBJECT is the DOER of the action.

*Right:* The secretary wrote the memo.

Identify the following sentences as either active or passive:

Two raccoons were spotted by the children.

The workers painted our house.

Our spring flowers are being warmed by the sun.

Joshua jumped in all of the mud puddles outside our back door.



Myriam wrote a speech for the wedding.  
The fence beside our driveway was damaged by the snowplow.

See *Elements of Style*, 4th edition, p. 18; see also Cheney, 172-176; Wilbers, 31-33 “Take the Most Direct Route,” 55-58 “Prefer the Active Voice” (including knowing when to use the passive), and 58-62 “Nouns and Verbs” on avoiding nominalizations.

Avoid...Run-on Sentences.

There was a time — in distant history to you and me, but to those who lived through that time very much a modern one — when, with nothing more than quill, parchment, gaslight and inkwell, Victorians, as they were called then, who thought themselves clever enough to take up the mighty yoke of language, crafted marvelous, dignified, soaring, melodic sentences that danced about the periphery of comprehension, through the very soul of the English language, down so many twists and turns and inlets and eddies that a reader, inundated by an onslaught of language as such, would be forced to compose himself and begin the tedious, but ultimately rewarding, process of returning to the start of such a sentence and piecing its meaning together word by word, clause by clause, until said reader felt satisfied and knowledgeable of the material written therein.

Avoid... use of the phrase, “The Author.”

In reflective doctoral papers (especially for Core 1 and Core 3), or for the more personal portions of your doctoral project (chapters 4 and 5 and portions of 1), use “I” or “me” (sparingly). Avoid use of “the author” as it is artificial. The reader knows who “the author” is.

Avoid...beginning sentences with “This” or “It.”

Work on identifying the antecedent so as to clearly and specifically identify to what or to whom you are referring. You don’t want to leave your reader asking, “What?” or “Who?”

Avoid...overuse of the word “Today.”

“Christians today need” could be simply “Christians need” OR “Contemporary Christians need.”

Avoid...overuse of the verb “To Be.”

Choose active verbs in place of verbs of being (am, is, are, were, was, be, become, being, becoming). See this article on ways to minimize the verb “to be” in your writing: [http://penningtonpublishing.com/blog/grammar\\_mechanics/how-to-eliminate-to-be-verbs-in-writing/](http://penningtonpublishing.com/blog/grammar_mechanics/how-to-eliminate-to-be-verbs-in-writing/)

Avoid...We/Our/Us pronouns.

In academic writing, avoid the use of the pronouns “we,” “our,” and “us.” These tend to be vague: We need to do better on this issue. (Who is we? Christians? Leaders? Pentecostal leaders specifically? Replace who or what you mean instead of using these pronouns.) Also, these pronouns can also get “preachy” at times.

Avoid...Word Repetition in Close Proximity.

For example: Many problems arise within the marriage that cause a *break in the covenant*. A *break in the covenant* can... Use a good Thesaurus to locate synonyms; this will add variety and spice to your writing.

Avoid... "You" pronoun.

In an academic paper, do not speak to your reader directly with the pronoun "you." Again, this can tend to be vague, and is too informal for the academic context. This is used only for dialogue.

## **Bold**

Do not bold anything except first level subheadings.

## **Capitalizations – SEE END OF THIS SECTION**

## **Clarity**

Clarity is one of the major goals of good writing. Every writing book or online resource worth its salt will have a section on how to improve clarity. Below is an example of a sentence that, due to word order, is unclear as to who is naked!

"J. B. Green describes first-century crucifixion as a cruel, public affair. Lower class citizens would hang on a cross in a well-traveled location. Often naked and exempt from burial, birds would eat their flesh."

Note a possible re-writing in order to achieve clarity:

"J. B. Green describes first-century crucifixion as a cruel, public affair. Lower class citizens, often naked and exempt from burial, would hang on a cross in a well-traveled location, and birds would eat their flesh."

## **Conclusions** (see Introductions and Conclusions)

## **Contractions**

Spell out as: I will, do not, does not, will not, I am, could not, and so on.

## **Do not confuse (see also "Homonyms" and "Malapropisms" below)**

"begin/began" and "start/ed"

Here is a helpful video on when to use "start" and when to use "begin" in writing:

<http://www.youtube.com/watch?v=ZCmUwWjd5fs>

Start/Started – start a journey, start working for machines, make machines start

Start + infinitive or -ing

Start + off, up, out, back

Begin/Began –

Begin/Began + infinitive

Jane (~~started~~/began) cooking the dinner at 1 PM  
He (~~started~~/~~began~~) out for work an hour ago; hasn't he arrived yet?  
After this party we have a lot of dirty dishes. Can you (~~start~~/~~begin~~) the dishwasher?

He began/started working here two years ago. (little to no difference)  
Let us begin this meeting with a message from our president. (for more formal)  
He's starting to annoy me! (for less formal)

My car won't start! (for machines or for making something start)  
I started the washing machine an hour ago.

He's starting/beginning (to) improve. (Infinitive preferred for start/begin)  
We began to realize/understand/know... (when used in continuous)

"its" (possessive) and "it's" (contraction for it is)  
[http://www.grammar-monster.com/easily\\_confused/its\\_its.htm](http://www.grammar-monster.com/easily_confused/its_its.htm)

"lay" and "lie"  
[http://www.learningtreasures.com/lay\\_lie.html](http://www.learningtreasures.com/lay_lie.html)

"than" and "then"  
[http://www.grammar-monster.com/easily\\_confused/than\\_then.htm](http://www.grammar-monster.com/easily_confused/than_then.htm)

"accept" and "except"  
[http://www.grammar-monster.com/easily\\_confused/accept\\_except.htm](http://www.grammar-monster.com/easily_confused/accept_except.htm)

"lead" and "led" (The past tense of lead is led, not lead. Ex., God led me into missions.)  
[http://www.grammar-monster.com/easily\\_confused/lead\\_led.htm](http://www.grammar-monster.com/easily_confused/lead_led.htm)

"reoccur" and "recur"  
<http://grammarist.com/usage/recur-reoccur/>

"while" (which refers to time/during) with "though/although" (in spite of, even if)  
(See *Eats, Shoots & Leaves*, pp. 43-44)...but it's not as simple as one might think!  
<http://www.grammarunderground.com/while-vs-though-or-although.html>  
<http://www.quickanddirtytips.com/education/grammar/although-versus-while>

**Ellipsis** (See "Ellipsis" under the later section "Citation Formatting.")

### **First Person**

(See "we/our/us" above) While it is permissible to use first person when you refer specifically to yourself (especially in Core 1 and Core 3), avoid using the first person when your written material is not particularly personal. Limited use of "I" is permissible, as long as you stay consistent. With first person plural, "We need to..." could be "Christians need to." In the project, you will use first person in a limited fashion in chapters 1, 4, and 5 but not in chapters 2 and 3, which are research chapters.

## **Gender/Ethnicity/Disability**

Be sensitive to gender and ethnic considerations. Use plurals, Christians, believers, creation, humankind, humans, people, men and women, etc., to avoid referring to only he, him, man, mankind, etc. Use he or she, men or women, etc. sparingly. Do not use he/she or s/he.

See here for gender-neutral words: <http://stjerneskin.com/gender-neutral-words.htm>

See the AGTS community policy on non-discriminatory language below:

### **Non-Discriminatory Language**

All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. This commitment to equality and community is rooted in the Biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev. 7:7-9). It recognizes that no particular group constitutes the norm among God's people (Gal. 3:28). It also responds to the Biblical injunction that we consider the interests of others above our own (Phil.2:4).

Writers and speakers are free to translate the Bible directly or quote any published translation that is generally accepted among Biblical scholars. Students, however, should use a particular translation if it has been prescribed by a professor for his or her class. When referring to God as Father or to the person of Jesus Christ, the masculine pronoun is required.

For guidelines on non-discriminatory language, see the following materials:

General Principles

<https://www.hr.uwa.edu.au/policies/policies/equity/language>

Gender

<https://www.marquette.edu/wac/neutral/NeutralInclusiveLanguage.shtml>

Race, Gender, Disability, Chronic Illness, Age

[http://colelearning.net/ilo/English/Module\\_1/072\\_editing\\_writing.htm](http://colelearning.net/ilo/English/Module_1/072_editing_writing.htm)

Regarding Disabilities/ "Considerate Identification"/"People First" Language:

<http://sudcc.syr.edu/LanguageGuide/index.html>

Age Discrimination

Writers should be careful not to make any negative statement about members of any particular age group or generation. Avoid making pejorative statements about younger people today as compared with previous generations. Also, avoid referring to older people in ways that suggest that they are diminished in abilities unless describing a particular pathology. More specific guidelines can be found in the APA Publication Manual, including the following excerpt:

"Be specific in providing age ranges; avoid open-ended definitions such as 'under 18' or 'over 65,' boy and girl are correct terms for referring to people of high school age and younger. Young man and young woman and male adolescent and female adolescent may be used as appropriate for persons 18 and older, or of college age and older, use men and women. Elderly is not acceptable as a noun and is considered pejorative my some as an adjective. Older persons is preferred. Age groups may also be described with adjectives. Gerontologists may prefer to use combination terms for older age groups. Examples (young-old, old-old, and very old and oldest old), which should be used only as adjectives. Dementia is preferred to senility; senile dementia of the Alzheimer's type is an accepted term." (APA Manual 2001, p. 69).

## Homonyms

Avoid misusing and confusing one word with another that sounds the same.

Its/it's	Lead/led
who's/whose	Past/passed
their/there/they're	Rein/reign
You're/your	Moot/mute
Principal/principle	Every day/everyday

## Integrating Sources/Introducing Quotes

"In order to use a source effectively in your paper, you must integrate it into your argument in a way that makes it clear to your reader not only which ideas come from that source, but also what the source is adding to your own thinking—what the source is *doing* in your paper. In other words, each source you use in a paper should be there for a reason, and your reader should not have to guess what that reason is. When you're finished drafting your paper, you should always go back and make sure that you have made conscious decisions about how and where to use each source and that you've made the reasons for those decisions clear to your readers. The following section offers guidance about how to make these decisions, as well as advice on the nuts and bolts of integrating sources into your paper." (See Harvard Guide to Using Sources: "Integrating Sources" here for more:

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup108986>

Avoid introducing quotations with "says," "states," etc. Instead, integrate your quotations in with the text (see Turabian 7.5, 25.2).

See the following links for samples: ("Words That Introduce Quotes or Phrases")

<https://www.gallaudet.edu/tutorial-and-instructional-programs/english-center/the-process-and-type-of-writing/words-that-introduce-quotes-or-paraphrases>

Use a colon when introducing a quote that is a complete sentence.

Use a comma when introducing a quote that is an incomplete phrase.

Introduce quotes with your own words. See the following helpful list from Nancy Vhymeister, p. 118 of words to use when introducing quotations:

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

Helpful transitional words to use between paragraphs (Vhymeister, 118):

accordingly	but	however	moreover	second	thus
again	consequently	in addition	next	similarly	to conclude
also	finally	in like manner	nor	so	to sum up
and	first	last	on the other hand	then	too
at the same time	further	likewise	on the whole	therefore	
besides	hence	meanwhile	or	third	

See the link below for another list of helpful transition words: (Sentence Starters)  
<http://virginialynne.hubpages.com/hub/Words-to-Use-in-Starting-Sentences>

## **Introductions and Conclusions**

Good introductions and conclusions are a vital component of good writing, assisting with purpose, flow, cohesiveness, clarity, and more. See these resources to help you strengthen the skill of crafting good introductions and conclusions:

*Craft of Research*, chapter 14, "Introductions and Conclusions"

Turabian, chapter 10 (p. 106) "Writing your Final Introduction and Conclusion"

Tips on writing a good introduction:

<http://www-net.cs.umass.edu/kurose/writing/intro-style.html>  
<http://www.usu.edu/markdamen/WritingGuide/24intro.htm>  
[http://www.crlsresearchguide.org/17\\_Writing\\_Introduction.asp](http://www.crlsresearchguide.org/17_Writing_Introduction.asp)  
[http://www.ehow.com/how\\_2303267\\_write-introduction.html](http://www.ehow.com/how_2303267_write-introduction.html)

Tips on writing a good conclusion:

<http://leo.stcloudstate.edu/acadwrite/conclude.html>  
<https://www.time4writing.com/writing-resources/writing-a-good-conclusion-paragraph/>

Vhymeister, 2008 (pp. 103-106)  
Write introductions last.

Add *no new material* in a summary or conclusion—whether concluding material at the end of sections or at the final summary/conclusion point.

## **Italicizing**

Do not italicize words for emphasis. Do italicize:

titles (of books, journals, magazines, newspapers, and movies)

foreign words - If a foreign word is in parentheses, only the word, not the parentheses, should be italicized (*krima*). Use brackets for phonetic renderings of foreign words: *Krima* [kree'-mah].

Words defined as terms. (22.2.2)

## **Jr. and Sr. in bibliography**

Omit comma between first name and abbreviation.

See 16.2.2 Gates, Henry Louis Jr., and Cornel West...

### **Lists/Enumerations (23.4.2)**

Introduce an appositive list (further identifies or defines) included in the text with a colon. Lists set apart from the text with bullets or numbers should be single spaced and slightly indented from the left margin (see visual illustration bottom of Turabian pg. 340). This should be approximately ¼ - ½ inch indent automated by Microsoft Word.

- This is what a regular bullet point looks like.
- 1. This is what an enumerated list would look like.

However, if the list is quote material, it must be indented and spaced as a block quote. First, select the "Style" for a block quote, and then select the Word icon for numbering or bullet. It will look like this:

- This is the approximate spacing of a bullet point in a block quote.
- 2. This is what an enumerated list would look like in a block quote.

For bulleted items that are more than one line, set your indent for word wraparound rather than tabbing in manually for each line. From 21.1, p. 296: "Put a period at the end of items in a vertical list only if the items are complete sentences (see 23.4.2). Otherwise, omit terminal periods, even for the last item, and do not capitalize the first words."

### **Malapropisms**

This is misusing a word by confusing it with another word that sounds similar. A number of words sound similar, but mean very different things.

Example: Affect (verb) and Effect (noun)

Wrong: Your ability to communicate clearly will effect your income immensely.

Wrong: The affect of a parent's low income on a child's future is well documented.

accept/except	affect/effect
all right/alright	altar/alter
assure/insure/ensure	breath/breathe
complement/compliment	conscience/conscious
counsel/council	emigrate/immigrate
imminent/eminant	loose/lose
shutter/shudder	than/then

### **Negatives**

Avoid "no" and "not" (Avoiding the negative can also eliminate unnecessary uses of the verb "to be"). Example: The counseling protocol has not been tested [remains untested]. See *Elements of Style*, pp. 19-20, "Put statements in positive form." Instead of "He was not very often on time," you could write, "He usually came late."

### **Numbers and Dates (See Turabian chapter 23, p. 329) (see also "Lists/Enumerations")**

#### General Rule

Spell out numbers through one hundred and any whole numbers followed by *hundred, thousand, hundred thousand, million*, and so on (23.1.1)



“Ignore the general rule when you have a series of numbers in the same sentence that are above *and* below the threshold, especially when those numbers are being compared” (p. 332). Of the group surveyed, 78 students had studied French and 142 had studied Spanish for three years or more.

“If your topic relies heavily on numerical data, follow a different rule: spell out only single-digit numbers and use numerals for all others” (p. 331) He hit the wall at 65 miles per hour, leaving skid marks for nine feet.

Standard **MSWord auto-formatting styles** are acceptable, including:

- a. Superscripted footnote numbers followed by a space.
- b. Superscripted abbreviations for ordinal numbers: 16<sup>th</sup> Edition.

#### Percents and Percentages (23.1.3)

Use percent not %; and percent not per cent. “Use numerals to express percentages and decimal fractions, except at the beginning of a sentence” (p. 332).

If a number has two words, use a hyphen (fifty-five).

“Never begin a sentence with a numeral” (23.1.2.1).

Use the word “and,” not an ampersand (&).

Inclusive numbers (see 23.2.4) - Forty to fifty, not 40-50

Use 1 or 2 instead of I or II for 1 Samuel, 2 Samuel, and so on.

For parts of written works such as chapters, use Arabic numerals (chapter 5).

#### Dates (see 23.3) and Times (23.1.5)

May 2005 (no comma between)

February 1998, not Feb '98

Comma after date: On June 7, 2005, the Senate passed a resolution.

Spell out centuries (thirteenth century); hyphenate if modifying: first-century teaching  
AD and CE precede the number (AD 70), BC and BCE follow it (515 BC). (23.3.2)

#### Decades, Centuries, and Eras (see 23.3.2)

In general, use numerals for decades: 1930s

If century is clear, spell out: sixties and seventies, not '60s and '70s

Use 2000s, as “two thousands” is awkward.

For ages: use “thirties” (instead of 30s)

For clarity, describe fully the first two decades of any century: Many of these discoveries were announced during the first decade of the twenty-first century.

For centuries, use either numerals (1600s) or lowercase spelled-out names:

No hyphen: He lived in the sixteenth century.

Hyphen: He wrote sixteenth-century novels.

## Paragraphs

Make sure each paragraph develops one topic/idea/unit of thought—preferably with a topic sentence and at least three to four detail sentences. Paragraphs should have progressive development: the reader should understand why sentence 3 follows sentence 2.

## Punctuation

21.1→periods

21.2→commas

See full listing of comma usage at Turabian 21.2. Primary uses:

When listing a series of three things (red, white, and blue). Note that there is comma before “and” in a series.

Before a conjunction when what follows is an independent clause:

I went to the store, and I saw my mother trying on shoes.

Between individual elements of names of places (Springfield, MO)

Do NOT use a comma between independent clauses; use a semicolon, as in:

I went to the store; I saw my mother trying on shoes.

21.3→semicolons

Use semicolons: (1) to separate independent clauses not separated by a coordinating conjunction:

I love you; I’m sure you love me; (2) with a coordinating conjunction “...if the clauses are long and have commas or other punctuation within them” (p. 311); (3) before the words then, however, thus, hence, indeed, accordingly, besides, and therefore; (4) when “items in a series have internal punctuation” (p. 312) such as: “Green indicates vegetation that remained stable; red, vegetation that disappeared; yellow, new vegetation.” (p. 312)

A fun resource for semicolons: <http://theoatmeal.com/comics/semicolon>

21.4→colons

Colons should not directly follow verbs.

*Wrong:* ...whose basic elements were: (1) red, (2) white, and (3) blue.

*Right:* ...whose basic elements were (1) red, (2) white, and (3) blue.

OR (*Right*): contained these basic elements: (1) red, (2) white, and (3) blue.

21.5→question marks

Ellipsis→ See under later section “Citation Formatting.”

## 21.6→exclamation points

Exclamation points are rarely used in academic writing (except in a quotation!!!!!!).

## 21.7→hyphens and dashes

See 21.7 in Turabian for hyphen and dash use and also 20.3, regarding “Compounds and Words Formed with Prefixes.”

See also *Chicago Manual of Style* Hyphen table:

[https://1nvz10445pvh2n73t2xwcmah-wpengine.netdna-ssl.com/wp-content/uploads/2017/02/hyphenation\\_table\\_cmos.pdf](https://1nvz10445pvh2n73t2xwcmah-wpengine.netdna-ssl.com/wp-content/uploads/2017/02/hyphenation_table_cmos.pdf)

See also: <http://www.grammar-quizzes.com/punc-hyphen.html>

Use a hyphen, not a dash, between page numbers (e.g., 315-316).

Note the proper form of the following words:

<u>One word:</u>	<u>Hyphenated words:</u>	<u>Two words:</u>
bodybuilders	long-standing	decision making
Christlike	mind-set	problem solving
downside	real-life	team taught
everyday (as adj.)	twenty-three	
interpersonal	well-being	
laypeople	three-month	
lifelong	over-saturate	
lighthearted	follow-up	
midlife	single-spaced	
multifaceted	well-equipped (see 20.3.1 for when this is hyphenated and when it is <i>not</i> .)	
ongoing		
postmodern		
posttest		
prefallen state		
presession		
pretest		
sociocultural		
threefold		
website		

## 21.7.3→Em Dash

Use a computer generated “em dash” (—) instead of two hyphens (--). (Obtain em dash by going to “insert” and then “symbols.” Or, Word automatically turns two dashes into an em dash if you have auto format on and continue to type. Ex. This-- becomes This—instead.) Note: there should be no spaces before or after the em dash. See 21.7.3 for use of “em” dash for setting off a parenthetical element. Note: Three “em” dashes are required in bibliographies for multiple titles by same author.

## 21.8→parentheses and brackets

## 21.9→slashes

### 21.10→quotation marks

Replace straight quotes with “smart quotes” or what we sometimes call “curly quotes.” (You can use find and replace to do this. Change default in computer by going to “tools,” “auto correct,” and “auto format.”) Often material copied from the Web or an e-mail defaults to straight quotation marks. Also use “curly” apostrophes instead of straight.

Put definitions within quotation marks; ex., *tsadaq* can also be translated as “righteous”

NOTE: Punctuation always goes INSIDE the quotation marks: John said, “I don’t think I understand Turabian.”

## Spelling

See Turabian chapter 20 regarding spelling issues. Also make use of the Web for an abundance of resources that will help clarify spelling questions. Many words have alternative spellings. For example, the D.Min. has a preferred spelling of “worshiping” and “counselor” instead of “worshipping” and “counsellor.” Use the American spelling “toward” instead of “towards.”

Hyphenation - For spelling issues related to hyphenation questions, see “hyphens and dashes” above under “Punctuation” and also 20.3 in Turabian, regarding “Compounds and Words Formed with Prefixes.”

Plural Forms - See 20.1 for plurals and 20.2 for possessives. Do not confuse the two.

Possessive - See 20.2 for possessives and 20.1 for plurals. Place an apostrophe “s” (’s) after words that end in “z” such as Horowitz’s *Unholy Alliance*. Remember that “its” is possessive, and “it’s” means “it is.” Example: The organization was concerned with its image. (Note: to align with Chicago Manual of Style 17, we will use *Jesus’s* and *Moses’s* for possessive.)

## Split Infinitives

*Elements of Style* (p. 58) says, “There is precedent from the fourteenth century down for interposing an adverb between *to* and the infinitive it governs, but the construction should be avoided unless the writer wishes to place unusual stress on the adverb (to diligently inquire, to inquire diligently).”

However, *Elements* also says on p. 78, “The split infinitive is another trick of rhetoric in which the ear must be quicker than the handbook. Some infinitives seem to improve on being split, just as a stick of round stovewood does. ‘I cannot bring myself to really like the fellow.’ The sentence is relaxed, the meaning is clear, the violation is harmless and scarcely perceptible. Put the other way, the sentence becomes stiff, needlessly

formal. A matter of ear.” So allow a split infinitive if the meaning is clearer and the sound better.

## **Tense**

Tense as it relates to the D.Min. project chapters:

Chapter 1 - past and present relative to the problem; future relative to proposed project.

Chapters 2 and 3 – (refer to guidelines at the link below, especially in reference to quoting biblical texts.)

Chapters 4 and 5 - past tense since they describe evaluation and summary of project. In the contribution to ministry section of chapter 5, use past tense to describe what contribution the project already *has made* to ministry as a result of your project and then future tense when you talk about ways it *will continue* to make a contribution in the future.

Regarding use of the “Historical Present” tense, note the following:

[http://agts.edu/wp-content/uploads/2017/07/6\\_historicalpresent.pdf](http://agts.edu/wp-content/uploads/2017/07/6_historicalpresent.pdf)

(This document was originally from

[http://www3.wooster.edu/writing\\_center/documents/historicalpresent.doc](http://www3.wooster.edu/writing_center/documents/historicalpresent.doc)

although that Word document link is no longer posted.)

Use the present tense for Bible narratives, but past tense when referring to things that happened during Bible times that are not in the narrative. For example:

Bible narrative-

“In Luke 24, Jesus says to those on the road to Emmaus...”

Note this is in present tense because the narrative (the Bible, the literature itself) CURRENTLY says...

In Bible times-

“When Jesus spoke with the travelers on the road to Emmaus...”

Note this is in past tense because it is talking about an event that happened in Bible times.

## **That**

This word is ONE THAT IS often overused. [This word is often overused.] Learn when *that* is needed and when it is not. Consider how it *sounds* and consider *meaning*. If you can do without *that*, then do. If it is necessary to meaning, keep *that*.

Not needed: She knew she could do it. (Instead of: She knew that she could do it.)

Needed: A stir that suggested disapproval swept the audience.

“He felt that his big nose, which was sunburned, made him look ridiculous.” (*Elements*, 78)

To omit the *that* here, you have, “He felt his big nose...”

When you NEED “That” (<http://web.ku.edu/~edit/that.html>)

## **That/Which**

Tip from Microsoft Word: Word's grammar correction indicates that "which" requires a comma before it, whereas "that" does not. Strunk & White say "that" is defining and restrictive, and "which" is non-defining, or nonrestrictive.

Defining: The lawn mower that is broken is in the garage. (Tells which one)

Non-defining: The lawn mower, which is broken, is in the garage. (Adds a fact about the mower in question.)

Often you just need to trust your ear to know WHICH word to use (the first example below sounds better, yes?):

You may have to trust your ear, which is usually a good judge.

You may have to trust your ear that is usually a good judge.

See also:

<http://www.quickanddirtytips.com/education/grammar/which-versus-that-0>

## **That/Who**

Basic rule of thumb: use "who" when referring to people, "that" when referring to things.

## **Variety in Sentence Beginnings**

Many style choices can help enhance a sense of variety in your writing. Word variety helps move your writing along, as it is more interesting and helps to keep the reader's attention better. Often writers tend to overuse "Th" words at the beginnings of sentences, for example, such as The, There, and This. See the link below for a helpful list of words to use as sentence starters in order to help increase variety in your writing:

<http://virginialynne.hubpages.com/hub/Words-to-Use-in-Starting-Sentences>

Note: This page also lists helpful transition words, which help provide variety both within a paragraph and between paragraphs.

## **Whether or If?**

See what Grammar Girl has to say about *whether* to use *whether* or *if*:

<http://www.quickanddirtytips.com/education/grammar/if-versus-whether>

# Capitalization List<sup>1</sup>

## A

Abrahamic Covenant  
 Adamic Covenant; Adamic nature  
 adversary (Satan)  
 adviser  
 Almighty, the (Deity)  
 Ante-Nicene Period  
 Antichrist (the person)  
 Apocrypha  
 Apostle (when followed by Paul, Peter, etc.)  
 apostles (except when part of the title, such as Apostles' Creed)  
 apostolic (except when part of a title, i.e., Apostolic Church, Apostolic Era)  
 ark (Noah's or ark of the covenant)  
 Ascension, the (but: ascension of Jesus)  
 Atonement, Day of; Atonement, the (but: the atonement of Christ)  
 Augsburg Confession  
 Authorized Version (King James)

<p>GCAG Style Manual</p> <p style="text-align: right;">Page 20</p> <p><b><i>Assemblies of God Terms and Titles</i></b></p> <p><b><i>Organizational Name</i></b></p> <ol style="list-style-type: none"> <li>1. The corporate name, reserved for use when referring to the legal entity, is <i>The General Council of the Assemblies of God</i>.</li> <li>2. Once every two years the full legal body gathers to conduct the business of the church. Each session of the corporation is referred to as a <i>General Council</i>.</li> <li>3. The entire constituency, and popular term by which the church is known, is "Assemblies of God."</li> </ol> <p><b><i>Correct Usages</i></b></p> <ol style="list-style-type: none"> <li>1. "Assemblies of God" is a collective term and takes a singular verb form:                      The Assemblies of God <i>is</i> a growing church.                      The Assemblies of God <i>has</i> many missionaries.</li> <li>2. Notice the use of Assemblies of God when referring to several churches but not to the organization as a whole:                      The Assemblies of God churches <i>are</i> sponsoring a revival.                      The Assemblies of God of Springfield <i>have</i> worked together for this outreach.</li> <li>3. When the term "Assemblies of God" describes an individual or a church, it should always be used in the plural:                      An Assemblies of God church; <i>not</i> an Assembly of God church                      An Assemblies of God minister; <i>not</i> an Assembly of God minister</li> </ol> <p>The only time "Assembly of God" is used in the singular is when the words are part of the individual church name or serve as a substitute for the word "church." It is correct to say Calvary Assembly of God, First Assembly of God, or the Assembly of God. Since the word "assembly" is synonymous with "church," it is redundant and incorrect to say "Assembly of God church." A church in the organization is an Assemblies of God church.</p>
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<sup>1</sup> Many of the words in this alphabetical capitalization list are adapted from the *Style Manual of the General Council of the Assemblies of God* (Springfield, MO), n.d. Used by permission.



# B

B.C. (after numeral: 4 B.C.)  
baby; the baby Jesus  
Babylonian captivity  
Baptism (meaning in the Holy Spirit or in water; but: baptism in the Holy Spirit or Spirit baptism)  
Battle of Armageddon  
beast (Antichrist)  
Beatitudes  
Beautiful Gate (but: gate Beautiful or gate called Beautiful)  
Bible, biblical, nonbiblical  
Bible college (“She had a Bible college education.” But, “He went to Eugene Bible College.”)  
Blessed Hope  
Blood, the (but: the blood of Christ)  
Body (the Church, but: body of Christ)  
Book (as in “the Book of Acts”)  
Book of Life, the  
Book of Mormon  
Book of Revelation  
Book, the (Bible)  
Bread of Life (Christ)  
Bride – (the Church, but: bride of Christ). This is true with most concepts: capitalize the Rapture (but, rapture of Christ); capitalize the Resurrection (but, the resurrection of Christ); capitalize the Second Coming (but, the second coming of Christ).

# C

Calvary  
catechism  
Catholic (but: catholic, meaning universal)  
century, first (ninth, tenth, twentieth) Hyphenate when modifying: a twentieth-century trend...  
chapter (as in, chapter 5 of this project)  
charisma  
charismatic  
Children of Israel (but: people of Israel)  
Christ (but: a false christ)  
Christ child  
Christian Era  
church (a building or a local group)  
Church (universal, the invisible body of Christ)  
Church Age  
church and state  
church fathers  
City of David  
civil rights  
Comforter (the Holy Spirit)  
Communion (the Lord’s Supper)  
Council, Jerusalem  
Council, the (Jewish Council)  
Covenant, Davidic (Abrahamic, Adamic/Edenic, Davidic, New, Old)  
creation, the

Creator, the  
cross, a  
Cross, the (but: the cross of Christ)  
Crucifixion, the (but: crucifixion of Jesus)  
crusade (evangelistic meeting)  
Crusades, the

## D

Davidic Covenant  
Day of Atonement  
Day of Judgment  
Day of Pentecost  
Day of the Lord  
Decalogue (the Ten Commandments)  
Deity (the word)  
Deity pronouns: He/Him/His; Me, My, Mine; Thee, Thou, Thy, Thine; You, Your, Yours  
deity pronoun: himself  
devil, the (but: Satan)  
district/District (Kansas District Council, Kansas district, district council)  
Divine (only when referring to God, i.e., “the Divine”)  
divine, divinity  
divine guidance  
divine providence

## E

Early Church  
Elder Brother (referring to Jesus)  
Eleven, the (referring to the apostles)  
end-time, end times, end-times event  
Epistle (when used as the book’s title: “Epistle to the Ephesians”)  
epistle (when not used as a title: “Paul wrote an epistle to the church at Ephesus”)  
Epistles, the (but: Pauline epistles)  
evangelical (however, capitalized if part of an official name of an organization or church, sometimes capitalized if referring to Evangelical believers or churches—if it is capitalized to refer to churches that are fundamentalist versus)→  
Executive Presbytery (but executives, executive presbyters)  
Exodus, the (and the Book of Exodus) (but: the exodus of the Israelites)

## F

faith, the  
Fall, the (but: the fall of man)  
Father of Lies  
Father, the (but: fatherhood of God)  
Feast of Atonement  
Feast of Ingathering  
Feast of Passover (but: feast of the Passover)  
Feast of Pentecost  
Feast of Tabernacles

Evangelical/evangelical  
See  
[http://www.lausanneworldp  
ulse.com/research.php/196/  
01-2006](http://www.lausanneworldp<br/>ulse.com/research.php/196/<br/>01-2006) for when to  
capitalize and when not to:

“These two designations cut across all of the six Christian traditions (Anglican, Independent, Marginal, Orthodox, Protestant and Roman Catholic). *Evangelicals* (with uppercase E) are mainly Protestant churches, agencies and individuals that call themselves by this term (for example, members of the National Association of Evangelicals); they usually emphasize five or more of seven, nine or twenty-one fundamental doctrines (salvation by faith, personal acceptance, verbal inspiration of Scripture, depravity of man, Virgin Birth, miracles of Christ, atonement, evangelism, Second Advent, et al).

The lowercase term *evangelicals* refers to Christians of evangelical conviction from all traditions who are committed to the evangel (gospel) and involved in personal witness and mission in the world; it includes Evangelicals but also all who do not belong to specifically Evangelical churches or agencies, nor give their primary identity as ‘Evangelical,’ yet remain committed.”

Feast of Unleavened Bread  
 Feast of Weeks  
 Fellowship, the (Assemblies of God or Pentecostal)  
 first Adam (but: Last Adam as in Jesus)  
 First Cause, the (Deity)  
 First Epistle of John  
 Flood, the  
 fruit of the Spirit  
 Full Gospel (if part of organization name)  
 full gospel (as in “I preach the full gospel”)

## G

Garden of Eden, Garden of Gethsemane  
 Garden, the (Eden or Gethsemane)  
 general epistles  
 General Presbytery (but general presbyters)  
 Gentile  
 glossolalia  
 Godhead  
 God is a Spirit (but: God is spirit)  
 God the Almighty  
 God’s Law  
 God-life  
 Godlike  
 godly/godliness  
 God-Man  
 God’s Word (Bible)  
 God’s word (promise)  
 Godward  
 Golden Rule  
 good news (gospel)  
 good Samaritan  
 Good Shepherd, the  
 gospel (good news), the gospel of Christ  
 Gospel of John (or John’s Gospel)  
 Gospels, the  
 Great Commission, the  
 Great Tribulation, the  
 Great White Throne, the

## H

He, His, Him, himself (Deity)  
 heaven  
 Heavenly Father  
 hell  
 Holy Bible  
 Holy City (New Jerusalem)  
 Holy Land  
 Holy of Holies, Holy Place, Holiest of All  
 Holy Spirit (not Holy Ghost)  
 Holy Writ

### Capitalization of Titles

Words to capitalize in titles (See 22.3, “Titles of Works”):

Use headline style capitalization (see p. 314) for titles of works in English.

Use sentence-style capitalization for titles of works in foreign languages.

“...capitalize the first letter of the first and last words of the title and subtitle and all other words” *except as follows*:

1) articles

2) prepositions (unless emphasized, as in: “A River Runs Through It” or used as an adverb, as in: “*Look Up*” or an adjective: *The On Button*)

3) *to* when used as part of an infinitive; *to* and *as* unless it’s the first or last word

4) coordinating conjunctions

5) second part of a hyphenated compound unless it’s a proper noun or adjective

6) parts of proper nouns normally in lowercase: *Ludwig van Beethoven*

Note: the word following a colon in a subtitle is capitalized, even if it is an article or preposition. (Example: Computer-Aided Graphics: A Manual for Video-Game Lovers).

Correcting errors in source titles.  
 Example: if title of article has “12,” which would normally be corrected to “Twelve”—leave as is. For titles from the eighteenth century or earlier, retain original capitalization and spelling; if word is in all caps, use initial caps only.

# I

Immanuel  
Incarnation, the (but: the incarnation of Christ)  
Infinite, the (Deity)

# J

Jerusalem Council  
John the Baptist  
John the Beloved  
Jordan River (but: river Jordan)  
Judgment Seat (but: judgment seat of Christ)  
Judgment, the  
Judgment, the Great White Throne  
Judgment, the Last

# K

King James Version  
King of Glory  
King of Judah (Jesus)  
king (of Judah): David was the king of Judah.  
King of kings  
kingdom of heaven, the  
Kingdom of Israel/Judah  
Kingdom, the or “God’s Kingdom” or “Christ’s Kingdom” (but: kingdom of God)  
kingdom (as in kingdom of God)  
Kinsman-Redeemer (Christ)  
Koran

# L

lake of fire  
Lamb’s Book of Life, the  
land of Promise (but: Promised Land)  
Last Adam (but: first Adam)  
last days  
Last Judgment, the  
Last Supper  
latter day  
latter rain  
Law of God (or God’s Law)  
Law, the (Mosaic Law, but: the law of Moses)  
Law and the Prophets, the  
Lawgiver (Deity)  
laws of God  
Levitical  
Light of the World (Deity)  
Living Word (Deity)  
Logos, the  
Lord of hosts  
Lord of lords

Lord's Day  
Lord's Prayer  
Lord's Supper (Communion)  
Lord's table  
lordship of Christ, the

## M

Man,  
the (Christ)  
Marriage Supper of the Lamb  
Mass  
Master Teacher (Christ)  
Master, the (Deity)  
mercy seat  
messiah, a  
messiah, false  
Messiah, the (Christ)  
messiahship  
messianic  
Messianic Age  
Millennium, the (millennial when referring to a span of time; Millennial when referring to the "Millennial generation.")  
Mosaic Law  
Most High God, the  
Most Holy Place  
Movement, the (Assemblies of God or Pentecostal)

## N

Name, the (but: name of Christ)  
Nazarene (place of birth)  
Nazarite, Nazirite (vow, person)  
neo-Pentecostals  
neo-Platonism  
network (v. to connect; n. group closely connected and working together)  
Network (Northwest Ministry Network, Northwest Network)  
new birth  
New Covenant  
new earth  
new heaven  
New Jerusalem  
New Testament Era  
Nicene Creed  
Nicene Fathers  
Nicene, Nicene Period  
nonbeliever  
nonbiblical  
non-Christian (but: unchristian)  
North, etc. ----->  
Northern Kingdom (but: northern kingdom of Israel)

**Names of places (West, western) (Chicago, 8.48-50)**  
uppercase for "the West" or "the Western world"

per *Chicago Manual of Style*, 8.50 (upon which *Turabian* is formulated, but on this point CMOS has more detail)...  
the West; the Western world; West coast (of the U.S.)  
west; western; westward (direction); a westerner

*Points of the compass* (8.48):  
pointing north; a north wind; a northern climate; in the southwest of France; southwesterly;  
to fly east; an eastward move

*Regional terms* (8.49).  
the Northwest; northwestern; a northwesterner  
the East; eastern; an easterner  
the Midwest; midwestern; a midwesterner

## O

Old Covenant  
Old and New Testaments, the Old Testament Scriptures

One, the (Christ)  
orthodox Christianity  
Orthodox (as in Greek Orthodox, Russian Orthodox)

## P

papal  
Parable of the Prodigal Son  
Paraclete (Deity)  
paradise  
Passover, the; Passover Feast (but: Passover supper)  
Pastor (as in: Pastor Jones, but: Mr. Jones is a pastor.)  
pastoral epistles  
Pauline epistles (but: the Epistles)  
Pentateuch, Pentateuchal  
Pentecost, Pentecostal  
people of Israel  
Person (Deity; but: person of the Holy Spirit)  
Pharisee  
plan of redemption  
Pneuma (Holy Spirit)  
pool of Bethesda  
pope, the  
Post-Apostolic Church  
Post-Nicene Period  
post-Tribulation  
posttest  
preferred usage notation: predominantly instead of predominately  
pre-Tribulation  
pretest  
Prince of Darkness  
Prince of Peace  
Prodigal Son, the; the Prodigal  
Promise, land of  
Promised Land  
promised land of Canaan  
Prophetic Books (of the Bible)  
Protestant  
Psalm 23 (but: a psalm)  
Psalmist, the (but: the psalmist David)  
Psalms, Book of

## R

rabbinic (except when referring to Rabbinic Hebrew)  
Rapture (but: rapture of the Church)  
Redeemer (Christ)  
redemption, plan of  
Reformation, the  
resurrection (final resurrection of the dead)  
Resurrection, the (but: the resurrection of Christ)  
Revelation, Book of  
revelation of Christ  
river Jordan (but: Jordan River)

# S

sabbath (a time of rest)  
Sabbath, Sabbath Day  
Sacred Writings, the  
Sadducee  
salvation  
Satan (but: satanic)  
Savior (but: a savior)  
Savior-King  
Scofield Reference Bible  
scriptural  
Scripture, a verse of  
Scripture, the (synonym of Bible)  
Scriptures  
Second Coming, the (but: the second coming of Christ)  
Septuagint  
Sermon on the Mount  
Seventy, the (the specific group Christ sent out two-by-two)  
Shabbat (Hebrew for Sabbath)  
Shekinah  
Shepherd Psalm, the  
Solomon's Temple  
Son of Man (Deity)  
sonship of Christ, Jesus' sonship  
soul winner, soul-winning (adj.)  
Southern Kingdom (but: southern kingdom of Judah)  
spirit (when referring to a person's spirit)  
Spirit of God, the  
Spirit of Truth, the  
Spirit, the (Holy Spirit)  
Spirit-filled  
Sunday school

# T

tabernacle (not Tabernacle)  
Talmud, Talmudic  
Tanakh (acronym for Torah, Nevi'im, and Ketuvim)  
temple, the (but: Solomon's Temple)  
Ten Commandments (First Commandment, Sixth Commandment, etc.)  
Thee, Thou, Thine, Thy, thyself (Deity)  
Third Person of the Trinity  
Throne of Grace  
Transfiguration, the (but: the transfiguration of Christ)  
tree of life  
tribe of Judah  
Tribulation, the (referring to the Great Tribulation period)  
Trinity, the



Triumphal Entry  
Twelve, the (but: twelve disciples)  
Twelve Tribes (but: twelve tribes of Israel)  
Twenty-third Psalm

## U

unbiblical  
unchristian (but: un-Christlike, non-Christian)  
unscriptural  
Upper Room

## V

Virgin Birth (but: virgin birth of Christ)  
virgin Mary  
Vol. (in Bibliography format)  
vol. (in footnote format)  
Vulgate

## W

website  
who, whom, whose (Deity)  
Winter, Spring, Summer, Fall  
Wise Men (Magi)  
Word of God (Bible)  
Word, the (the Bible as a whole)  
words of God  
Written Word

## Y

Yahweh  
You, Your, Yours (Deity)

NOTE: The Chicago references for capitalization of president's cabinet, academic titles, and degrees can be found in 8.64, 8.18, and 10.20.

# Citation Formatting

See Turabian chapter 16, “Notes-Bibliography Style: *The Basic Form*,” and chapter 17, “Notes-Bibliography Style: Citing Specific Types of Sources” for citation format required in D.Min. papers and projects. Do not use the “Author-Date” (parenthetical reference) style of chapters 18 and 19. See a summary on page 151-153 (Figure 16.1) for the basic patterns.

## **Below are additional Citation Formatting Guidelines:**

### **Authors**

- Do not use Dr., Rev., Mr. or any other title when referring to an author.
- Use author's full name upon first reference.
- Use only author's last name (*not first*) with subsequent references.
- If two authors, cite last name of *both* authors on subsequent references: Gill and Cavaness.
- If you cite two authors (of *separate* books) with the same last name, use the author's first name whenever you cite him or her.
- If a book's authors have the same last name (such as a married couple), add *both* last names (See the hypothetical example in the footnote below).<sup>2</sup>
- For more than one work by the same author, in the Bibliography, list books alphabetically by title, with second and subsequent works having a three “em-dash” line in place of author's name (see 16.2.2, “Arrangement of Entries”):  
     Gates, Henry Louis Jr. *America behind the Color Line*...  
     ———. *The Signifying Monkey: A Theory of*...
- If two authors or editors, add a comma before the “and” in the bibliography: Botterweck, G. Johannes, and Helmer Ringgren, eds.

### **Bible Citation**

The first time you quote Scripture, insert the following footnote: All Scripture quotations, unless otherwise noted, are from (insert the SBL standard abbreviation of the name of the translation). *In the project, do this in each chapter.*

After Scripture has been quoted in text, put Scripture reference(s) in parentheses (NOT IN A FOOTNOTE), using the abbreviations below. For example: (Gen 3:12-13). *Note that the period goes AFTER the closing parenthesis:* “Jesus wept” (John 11:35).

If you refer to a different version than your main source, put the abbreviation of that version in parentheses also: (Gen 3:12, NIV). See 24.6.4 (p. 354) for a list of abbreviations for versions of the Bible. The Bible paraphrase, *The Message*, is spelled out since it does not have a standard abbreviation yet.

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<sup>2</sup> Paul Wood and Dene Wood, *Another Great Book by Amazingly Intelligent Assemblies of God Theological Seminary Authors* (Springfield, MO: Gospel Publishing House, 2011), 1.

Make sure multiple Scripture references are in proper sequence as found in the Bible (Gen 1:1; 9:3-5; Mark 1:1; 16:1; Rev 1:1). Use a semicolon between different chapters within books and between different books when listing multiple sources.

Abbreviations: (As of June 2017, AGTS is using the **SBL abbreviations** below. Note that the Arabic numeral is used for numbered books (1 Thess, not I Thess). See Turabian 24.6 for other information relative to biblical citation.

<i>Old Testament:</i>	2 Sam	Prov	Amos	<i>New Testament:</i>	Eph	1 Pet
	1 Kgs	Eccl	Obad		Phil	2 Pet
	2 Kgs	Song	Jonah		Col	1 John
Gen	1 Chr	Isa	Mic	Matt	1 Thess	2 John
Exod	2 Chr	Jer	Nah	Mark	2 Thess	3 John
Lev	Ezra	Lam	Hab	Luke	1 Tim	Jude
Num	Neh	Ezek	Zeph	John	2 Tim	Rev
Deut	Esth	Dan	Hag	Acts	Titus	
Josh	Job	Hos	Zech	Rom	Philm	
Judg	Ps/Pss	Joel	Mal	1 Cor	Heb	
Ruth				2 Cor	Jas	
1 Sam				Gal		

Do not abbreviate a biblical reference in running text of the paper: ("The opening chapters of Ephesians constitute a sermon on love." OR "According to Genesis 1:27, God created man in His own image." OR "Jeremiah, chapters 42-44, records the flight of the Jews to Egypt.)

DO abbreviate a bible reference when it appears in a footnote (Chicago, 15.47-49).

Subsequent Citation from Bible Passages:

If you refer to verses from the same chapter as the previous citation, use the abbreviation v. or vv. for verse(s) (e.g., vv. 17-18).

Do not repeat a book abbreviation for a citation immediately following one from the same book. For example: (Exod 3:12) and later in the same paragraph (4:12).

Do repeat the book once you have begun a new paragraph. This helps to reorient the reader to the book of the Bible you are referring to, without having to look back in the previous paragraph to do so.

In biblical referencing, *Turabian* and the *Chicago Manual* discourage the use of "f" and "ff." Use the specific page range of verses instead.

Use a hyphen between verses instead of a comma (72-73, not 72, 73)

When more than one Psalm is being referenced, use Pss. Instead of Ps.

Be sure to double-check EVERY Scripture reference for accuracy.

Use “cf.” sparingly, and it is preferable only in footnotes.

Use I or II instead of 1 or 2 for 1 Samuel, 2 Samuel, and so on.

Do not list Bibles in the bibliography/SOURCES section (16.2.3; 17.8.2).

When dealing with the original languages (Greek and Hebrew), either use the Unicode font within Microsoft Word or the Unicode font available through the Society of Biblical Literature web site (<http://www.sbl-site.org/educational/biblicalfonts.aspx>).

### **Block Quotations**

“Present a prose quotation of five or more lines as a block quotation.” (25.2.2)

For use of epigraphs used as block quotes, see 25.2.2.3.

Format:

single-spaced

Do *not* set off with quotations marks.

Leave a blank line before and after the block quote.

Indent entire quotation to the half-inch mark *only on the left side of the quotation*. Extend all the way out on right.

If the original you are quoting is the beginning of a paragraph, indent the block quote a half inch and capitalize the first word.

Preserve quotation marks *within* the quote. (Note: A quote within a block quote should be set off with *double* quotation marks, not single.)

For a block quote of more than one paragraph, do not add a blank line between; indent first line of second paragraph (p. 362).

See 25.3.2.4 for *paragraph* omission within a block quote.

Block quotation footnote number should be at the end of the quote itself, not at the end of the introductory sentence that introduces the block quote (see sample at end of this sentence).<sup>1</sup>

### **Class/Course Lecture (footnote and bibliographic forms):**

<sup>1</sup> Earl Creps, “Renewing the Spiritual Leader” (class notes for Core 1 Course at Assemblies of God Theological Seminary, Springfield, MO, February 7, 2008), 41.

Creps, Earl. “Renewing the Spiritual Leader.” Class notes for Core 1 Course at Assemblies of God Theological Seminary, Springfield, MO, February 7, 2008.

**Dictionaries/Encyclopedias (17.19.1)**

- For well-known reference works, cite only in notes. You may choose to include a specific work in your bibliography if it is critical to your argument. In the footnote, omit facts of publication, but specify edition if not first. For an alphabetically arranged work, cite thus:  
*Encyclopaedia Britannica*, 15th ed., s.v. "Salvation."
- For less well-known works, include publication details in notes and list the work in your bibliography (See p. 205 for note and bibliographic sample.)
- Turabian typically permits the use of the abbreviation "s.v." (from the Latin *sub verbo* "under the word ...") when citing dictionaries or encyclopedias—as above (*Encyclopedia Britannica* 15th edition, s.v. "salvation"). At AGTS, however (with the exception of language dictionaries, e.g., *Webster's*, *American Heritage*, *Collins German Dictionary*), all other dictionaries and encyclopedias (e.g., *Dictionary of Pentecostal and Charismatic Movements* and *Theological Dictionary of the New Testament*) are to be cited as a chapter or titled part of a book by author's name (not the name of the book editor). A sample bibliographic entry follows:

Chappell, P. G. "Healing Movements." In *Dictionary of Pentecostal and Charismatic Movements*, edited by Stanley Burgess and Gary McGee, 353-374. Grand Rapids, MI: Zondervan, 1988.

**ed. and eds. (see Fig. 16.1 and 17.1.1.1)**

When you have...	Footnote format	Bibliographic format
editor <i>instead of</i> author	, ed.  (or "eds." if more than one)	
author <i>plus</i> editor	ed. ("edited by")	Edited by
author <i>plus</i> translator	trans.	Translated by
edition number	2nd ed.	2nd ed.
single chapter in an edited book	in... , ed.	In... , edited by
	Note the distinction between a chapter in a book and an article in a magazine or journal (no use of "in" or "In" needed).	
When referring to an edition	ed.	ed.

### **Editions (See Turabian 17.1.3) (footnote and bibliographic forms):**

- Use 2<sup>nd</sup> (not 2nd).

- Book with more than one edition:

Author, *Title*, 8<sup>th</sup> ed. (City: Publisher, Year), page.

Author. *Title*. 8<sup>th</sup> ed. City: Publisher, Year.

- For Revised edition:

Author, *Title*, rev. ed. (City: Publisher, Year), page.

Author. *Title*. Rev. ed. City: Publisher, Year.

- For Reprint edition:

Author's name, *Title* (1836; repr., City: Publisher, Year), page.

Author's name. *Title*. 1836. Reprint, City: Publisher, Year.

### **Ellipsis**

See 25.3.2, "Omissions." Note: *Read section closely, as there are different types of uses for ellipses depending on the circumstances.* Use computer generated ellipsis (...) rather than three periods (. . .). (Obtain ellipsis by going to "insert" and then "symbols." Or, note: Word may change three typed periods into an ellipsis automatically.)

Do not use an ellipsis before/after a quote if what you are quoting can stand alone.

Leave a space after the text and before the ellipsis, and after the ellipsis and before the next text. Note the following uses of ellipses:

- Basic, most common usage, is the omission of text resulting in a complete sentence: "What we require ... is a new method."
- If the omission does NOT result in a complete sentence, it MUST have proper punctuation. Placement of the punctuation depends on whether the omission precedes or follows the punctuation mark. If the material omitted precedes the mark, put the ellipsis first: "All this is not exactly in S's tradition ...; and it was not your style."  
If the material omitted follows the mark, put the ellipsis after the mark: "We are fighting for the holy cause of Slavdom; ... for freedom; ... for the Orthodox cross."
- For omitting sentences from a paragraph, see this quote. The first ellipsis in the quote indicates omitted material between two full sentences; the second indicates omitted material that ends the sentence earlier: "The major characteristic of the Pentecostal movement was a powerful ministry of the Holy Spirit in the realm of the miraculous. ... Prominent among the miraculous works were what have been called baptism in the Holy Spirit, speaking in tongues, healing the sick, and casting out demons.... The second major wave of the Holy Spirit..." From: C.P. Wagner, *The Third Wave of the Holy Spirit*, 16-18

### **E-mail (citation of) 17.6.2**

<sup>1</sup>Roland J. Zuckerman, email message to author, June 1, 2017.

### **Emphasis Mine**

If, in a quotation you have italicized a word or phrase for the purpose of emphasis, add [emphasis mine] immediately after the italicized word or phrase. See 25.3.1.3.

### **Et al. (Fig. 16.1, p. 152)**

For a book with four or more authors, use et al only in the footnote citation:

Jacquelyn Dowd Hall et al, *Title...*

Do not use et al in the bibliography, but format as follows:

Hall, Jacquelyn Dowd, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly.

### **Full and Subsequent References and Use of “Ibid.”**

See 16.4, “Short Forms for Notes.”

You must give full bibliographic information for the first-time reference of each source in each chapter, even though you may have used it in a previous chapter.

- a. After the first full citation of a source, subsequent footnotes should be reduced to the Turabian short-form footnote style: last name of the authors or editors, short title, and page range of the pages cited. (16.4.1, p. 164)
- b. Writers must utilize a consistent short title throughout their writing.
- c. To create the short form for titles, utilize the key word or key words from the full title without changing the order of the words. For example, the article, “Patterns of Prophetic Lawsuits in the Oracles to the Seven Churches” may be shortened to “Patterns of Prophetic Lawsuits” but not “Prophetic Lawsuits in the Oracles.” Initial definite and indefinite articles are often omitted.
- d. If the title of a work consists of four words or fewer, do not shorten the title, apart from removing initial articles (i.e., *A*, *An*, or *The*). For more information regarding short forms of titles, please see the 17<sup>th</sup> ed. of *The Chicago Manual of Style* (14.28).

### **Ibid. (16.4.2)**

Use *Ibid.* for a citation immediately following the same author. If the page number is the same as the previous reference, just use *Ibid.* If the page number is different, use *Ibid.* followed by a comma and the page number. Make sure to place a period and a comma after *Ibid.* (*Ibid.*, 27.) Do not italicize *Ibid.* Be careful that the *Ibid.* truly refers to the documented resource immediately preceding it. Often with cutting and pasting footnotes, the final product may not reflect the original *Ibid.* reference. Use of citation software such as Zotero can preclude that problem as it automatically updates the footnotes when one is added in between.



## Internet citation form (17.5, p. 194)

Footnote format:

<sup>1</sup> Firstname Lastname, "Title of Article," Website Name, Publication or Revision Date, accessed Month, Day, year, <http://www.fullURL.com>.

Bibliographic format:

Lastname, Firstname. "Article Title." Name of Website. Publication or Revision Date. Accessed January 1, 2019. <http://www.fullURL.com>.

If there is no author to the article, list alphabetically by title of the website or name of its owner or sponsor.

Be sure to put the FULL URL of the web site so that the actual article can be immediately located by following the link. Remove hyperlinks when listing a website.

## Italics

Italicize titles of books, journals, magazines, newspapers, courses, and movies.

Italicize foreign words.

Italicize third-level subheadings.

Italicize words defined as terms (22.2.2)

Do not italicize (or bold) for emphasis unless using [emphasis mine]. See 25.3.1.3.

**Journals** (See below "Magazines and Journals")

## Kindle, Logos Bible Software, and other electronic citations

See "Electronic Books" Turabian 17.1.10 (p. 186). See also 15.4.1, "Electronic Sources."

Screen shot below from Online Turabian Guide, "Books Published Electronically"

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

For Logos Bible Software, cite the book with as much of the bibliographic information as possible as a regular hard copy citation. Then at the end just add Logos Bible Software.

<sup>1</sup> Author Firstname Lastname, *Title of Book* (City, ST: Publisher, Year), page# if you have it, Logos Bible Software.

Author Lastname, Firstname. *Title of Book*. City, ST: Publisher, Year. Logos Bible Software.

**E-BOOK**

For books consulted online, include a URL or the name of the database. For other types of e-books, name the format. If no fixed page numbers are available, cite a section title or a chapter or other number in the notes or, if possible, track down a version with fixed page numbers.

**NOTES**

1. Fyodor Dostoevsky, *Crime and Punishment*, trans. Constance Garnett, ed. William Allan Neilson (New York: P. F. Collier & Son, 1917), 444, <https://archive.org/details/crimepunishment00dostuoft>.
2. Eric Schlosser, *Fast Food Nation: The Dark Side of the American Meal* (Boston: Houghton Mifflin, 2001), 88, ProQuest Ebrary.
3. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), chap. 3, Kindle.

**SHORTENED NOTES**

4. Dostoevsky, *Crime and Punishment*, 504-5.
5. Schlosser, *Fast Food Nation*, 100.
6. Austen, *Pride and Prejudice*, chap. 14.

**BIBLIOGRAPHY ENTRIES (IN ALPHABETICAL ORDER)**

- Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle.
- Dostoevsky, Fyodor. *Crime and Punishment*. Translated by Constance Garnett, edited by William Allan Neilson. New York: P. F. Collier & Son, 1917. <https://archive.org/details/crimepunishment00dostuoft>.
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the American Meal*. Boston: Houghton Mifflin, 2001. ProQuest Ebrary.

**Magazines (17.3) and Journals (17.2) See also Fig. 16.1, page 153).**

Be sure to distinguish between these formats. Journals are scholarly in nature. See Online Turabian Guide section on Journals and Magazines (main formats are below; see website for full listing):

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**Journal (footnote and bibliographic formats):**

<sup>1</sup> Alexandra Bogren, "Gender and Alcohol: The Swedish Press Debate," *Journal of Gender Studies* 20, no. 2 (June 2011): 156. Add <https://doi.org> with full number if applicable.

Bogren, Alexandra. "Gender and Alcohol: The Swedish Press Debate." *Journal of Gender Studies* 20, no. 2 (June 2011): 155-69, add <https://doi.org> with full number if applicable.

**Magazine (footnote and bibliographic formats):**

<sup>1</sup> Jill Lepore, "Dickens in Eden," *New Yorker*, August 29, 2011, 52.

Lepore, Jill. "Dickens in Eden." *New Yorker*, August 29, 2011.

Remember to distinguish between a chapter or essay within a book (see Fig. 16.1, #5, p. 152-153) and an article in a journal (see Fig. 16.1, #6, p. 153).

## Multivolume Works and Series

See *SBL Student Supplement* (section 1.3, "Working with Biblical Commentaries") for more examples: <https://www.sbl-site.org/assets/pdfs/pubs/SBLHSupp2015-02.pdf>

See SBL2 samples below. (References are to SBL2: 6.2.21-6.2.24.)

The AGTS standard will be to use the SBL2 formatting, and we realize some of the following differ from what Turabian notes.

(NOTE: The SBL2 style of not using superscript footnote numbers and adding a period after the footnote number has been adjusted in the samples that follow to show our specified AGTS formatting. Since Word automatically superscripts footnote numbers and does not add a period, AGTS aligns with the automatic Word formatting for footnote number insertion. In addition, SBL2 uses "em" dashes for page ranges. The samples below reflect the AGTS style of a regular dash for page ranges, i.e., 90-91 rather than 90—91.)

### 6.2.21 A Titled Volume in a Multivolume Work

<sup>5</sup>Bruce W. Winter and Andrew D. Clarke, eds., *The Book of Acts in Its Ancient Literary Setting*, vol. 1 of *The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter (Grand Rapids: Eerdmans, 1993), 25.

<sup>16</sup>Winter and Clarke, *Book of Acts*, 25.

Winter, Bruce W., and Andrew D. Clarke, eds. *The Book of Acts in Its Ancient Literary Setting*. Vol. 1 of *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1993.

It is unnecessary when citing a single volume to give information about the total number of volumes in the series. If you need to cite the entire multivolume series, see §6.2.20.

### 6.2.22 A Chapter within a Multivolume Work

<sup>24</sup>Steve Mason, "Josephus on Canon and Scriptures," in *Hebrew Bible/Old Testament: The History of Its Interpretation*, ed. Magne Saebø (Göttingen: Vandenhoeck & Ruprecht, 1996), 1.1:217-335.

<sup>28</sup>Mason, "Josephus on Canon and Scriptures," 224.

Mason, Steve. "Josephus on Canon and Scriptures." Pages 217-35 in vol. 1, part 1 of *Hebrew Bible/Old Testament: The History of Its Interpretation*. Edited by Magne Saebø. Göttingen: Vandenhoeck & Ruprecht, 1996.

### 6.2.23 A Chapter within a Titled Volume in a Multivolume Work

<sup>66</sup>David Peterson, "The Motif of Fulfilment and the Purpose of Luke-Acts," in *The Book of Acts in Its Ancient Literary Setting*, ed. Bruce W. Winter and Andrew D. Clarke, vol. 1 of *The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter (Grand Rapids: Eerdmans, 1993), 83.

<sup>78</sup>Peterson, "Motif of Fulfilment," 92.

Peterson, David. "The Motif of Fulfilment and the Purpose of Luke-Acts." Pages 83-104 in *The Book of Acts in Its Ancient Literary Setting*. Edited by Bruce W. Winter and Andrew D. Clarke. Vol. 1 of *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1993.

### 6.2.24 A Work in a Series

Volumes that appear in a series follow the standard note and bibliographic form.

<sup>12</sup>Otfried Hofius, *Paulusstudien*, WUNT 51 (Tübingen: Mohr Siebeck, 1989), 122.

<sup>14</sup>Hofius, *Paulusstudien*, 124.

Hofius, Otfried. *Paulusstudien*. WUNT 51. Tübingen: Mohr Siebeck, 1989.

When a series begins anew, distinguishing between the old and new series can be problematic. Slashes (e.g., SBT 2/18) are often used to denote the new series.

<sup>23</sup>Joachim Jeremias, *The Prayers of Jesus*, SBT 2/6 (Naperville, IL: Allenson, 1967), 123-27.

<sup>32</sup>Jeremias, *Prayers*, 126.

Jeremias, Joachim. *The Prayers of Jesus*. SBT 2/6. Naperville, IL: Allenson, 1967.

### **One Source Quoted in Another (17.9.3, p. 205)**

"Responsible researchers avoid repeating quotations that they have not actually seen in the original. If one source includes a useful quotation from another source, readers expect you to obtain the original to verify not only that the quotation is accurate but also that it fairly represents what the original meant. If the original source is unavailable, however, cite it as 'quoted in' the secondary source in your note. For the bibliography entry, adapt the 'quoted in' format as needed." See page 206 for format.

## Plagiarism

See Turabian chapter 25, “Quotations” (pp. 358-369) for avoiding plagiarism.

See also “Did I Plagiarize? The Types and Severity of Plagiarism”

[http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic\\_Did-I-Plagiarize1.jpg](http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize1.jpg)

## Publishers

Make sure you are consistent in how you list publishing companies (not Zondervan in some places, and Zondervan Publishing House in others).

## Reviews (see 17.9.2) See also:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html), “Book Review”)

Footnote format:

<sup>1</sup>Lewis Brogdon, review of *Women in Leadership*, by Kimberly Alexander and Alice Gause, *Pneuma: The Journal of the Society for Pentecostal Studies* 31, no. 2 (2009): 305, add <https://doi.org> with full number if applicable.

Bibliography format:

“You generally need not include reviews in your bibliography, although you may choose to include a specific review that is critical to your argument or frequently cited.” (p. 192)

Brogdon, Lewis. Review of *Women in Leadership* by Kimberly Alexander and Alice

Gause. *Pneuma: The Journal of the Society for Pentecostal Studies*, 2009. Add <https://doi.org> with full number if applicable.

## [sic] (25.3.1.1)

If the author you are quoting makes a spelling or grammar mistake that “reveals something significant about the source or is relevant to your argument, preserve it in your quotation. Immediately following the error, insert the Latin word *sic* (“so”), italicized and enclosed in brackets, to identify it as the author’s error” (p. 364). See Turabian 25.3, “Modifying Quotations.”

## State Abbreviations

Use the two-state abbreviation (MO instead of Mo.) for citations.

When the city name is common, always use the state abbreviation (Springfield, MO: GPH...)

When the city name is well known, the state is not needed: (New York: Harper Collins...)

When the city name is obscure but the state is identified by the publisher name, the state abbreviation is omitted. For example: Chapel Hill: University of North Carolina Press.

We do use MI with Grand Rapids.

## **Translations**

See 17.1.1.1, Editor or translator in addition to an author.

See 17.1.1.2, Editor or translator in place of an author.

## **Volumes**

Turabian section on Volumes is 17.1.4

However, see above under “Multivolume Works and Series” of this Guide for SBL2 format for the biblical disciplines and AGTS-specified styles. The AGTS standard will be to use the SBL2 formatting, and we realize some of the samples differ from what Turabian notes.

## **Word Biblical Commentary (footnote and bibliographic forms):**

[http://agts.edu/wp-content/uploads/2017/07/10\\_Word-Biblical-Commentary-Series\\_Bibliographic-Listing.pdf](http://agts.edu/wp-content/uploads/2017/07/10_Word-Biblical-Commentary-Series_Bibliographic-Listing.pdf)

# Document Formatting

See the D.Min. **PROJECT** templates in DMin Central:

See the D.Min. **PAPER** templates here:

<https://agts.edu/academic-information/dmin-writing-resources/>

1. Download the templates. Note there is one for 10 pages or shorter and one for 11 pages or more. Be sure to select the correct template.
2. Follow the instructions within the templates. Doing so will provide you with a ready-made, formatted paper or project chapter. (Be sure to have your paragraph symbol on so you don't accidentally delete a section break. If you do delete that break, the formatting will be lost.)
3. You will note that SECTION/CHAPTER/PART headings are 2" from the top, with the chapter number and title in all caps above the heading. Use Arabic number (CHAPTER 3), not three.
4. You may find the following brief instructional video on the course paper and project templates helpful. <https://evangel.instructuremedia.com/embed/a30993c9-46bf-4e7d-af64-a9c31fc099b2>
5. If you have further questions about format, your D.Min. editor will be happy to help you.

Note: Turabian Appendix A and SBL2 contain instruction about format guidelines. However, for D.Min. papers and project chapters, follow the formatting pre-set in the template.

## Paper Length Conventions

1. Very short papers (less than seven pages) do not need a title page.
2. For book reviews, use the format as in *Pneuma*. See the following example from *Pneuma* 39, no. 1-2 (2017): 249. (Replace with your own information.)

### Title of Author of Book You're Reviewing

*Book Title Italicized* (City, ST: Publisher, year). xv + 256 pp. paperback.

Then type your review, followed by:

Your name

Your Organization, City, State Spelled Out

[Your email](#)

3. Short papers (15 pages or less) are not divided into chapters/parts, but make use of headings and subheadings and thus do not need a table of contents.
4. Major papers (fifteen pages or more) and capstone papers are divided into chapters/parts and require all front- and end-matter.



## Bibliographies/SOURCES CONSULTED

List sources in alphabetical order.

Begin SOURCES CONSULTED two inches from the top of the page, centered

Format SOURCES CONSULTED headings as below:

## SOURCES CONSULTED

### **Biblical-Theological Literature Review**

Separate your chapter 2 sources under this heading. Make sure to set your automatic indent so that the second and subsequent lines will be indented, as in this sample.

### **General Literature Review**

Separate your chapter 3 sources under this heading. Make sure to set your automatic indent so that the second and subsequent lines will be indented, as in this sample.

If you have an extensive list, group books under headings; for example, a project on leadership could include sources on General Leadership, Church Leadership, etc. These headings would be centered and not bolded (under the bolded headings for chapters 2 and 3).

**NOTE→** When you submit your chapters 2 and 3 to your editor, adviser, and D.Min. Project Coordinator, please include your bibliographic sources from those chapters.

### **Font, Point Size, and Punctuation Spacing**

- a. Times New Roman, 12-point font, is required in all papers (with no kerning).
- b. Times New Roman, 10-point font, is required in footnotes.
- c. Paragraph indentation for both body and footnotes is ½-inch.
- d. Enter 1 (not 2) spaces following terminal punctuation marks (. ! ?) and colons (:).

### **Footnotes**

Use footnotes, not endnotes, in D.Min. papers unless a professor specifically requires the use of endnotes for a particular assignment. Use footnotes for all D.Min. projects.

Space after footnote number:

Be sure there is a space between your footnote number and the text of the footnote. Word does this automatically, and this will also be taken care of automatically by using the D.Min. template.

Space between footnotes:

The D.Min. template automatically sets 12 pt. “after” a single line in footnotes so that there is a “blank” line between footnote entries.

If you are not using the template, however, do not hit “return/enter” to place a line



between. Instead: (1) highlight your footnote text, (2) go to “Paragraph” under the HOME tab, and (3) under “Spacing” add 12 pt. in the “after” box. This will add a single space between your footnote entries. This also applies to spacing for bibliographic entries in our SOURCES CONSULTED section.

#### Indenting Footnotes:

Footnotes should have an *automatic* indent set to the half-inch mark. Second and subsequent lines should be on the left margin. Avoid *tabbing* in manually. Set your ruler for automatic indent. (If you use the template, this is already established for you!) See sample footnote below.<sup>3</sup>

There should be no comma after the title: *title* (City: Publisher, Year), 23.

If, at the end of a footnote, a reference is needed, the citation is in parentheses with the period following (*Ibid.*, 9).

#### Footnote Numbering:

For the D.Min. project, *restart footnotes to the number 1* at the beginning of each new chapter.

For course papers, however, the template is set up so that footnote numbers are *consecutive* throughout the paper.

#### Headings

See Turabian A.2.2.4 (p. 404) for the styles of subheadings. Although the book lists five levels, it is rare that in a doctoral project that you will need more than the third-level subheading. Note the AGTS choices below based on the Turabian levels:

SECTION HEADING

**First-level Subheading**

Second-level Subheading

*Third-level Subheading*

Fourth-level subheading

#### Line Spacing

Double-space the main body of text; use single space only in footnotes, in block quotes, and in the Table of Contents if the title requires two lines. Appendix material may also be single-spaced.

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<sup>3</sup> Firstname Lastname, *Title of Book: Secondary Title of Book Showing That a Footnote May Extend to Two Lines* (Springfield, MO: Gospel Publishing House, 2014), 245.

## Margins

All papers should have a one-inch margin on all sides, except for the first page of all major sections/parts/chapters. That first page will have a 2-inch margin at the top. A title page has 2-inch top and bottom margins. See the paper or project templates posted on the D.Min. resources website. Header/footer = .5 inch. NOTE: D.Min. PROJECTS should have a 1.5-inch LEFT margin (for binding purposes).

## Pagination

The paper and project templates are already set to have the front matter (title page, etc.) pages in Roman numerals, then the first page of each MAIN section with the page number at bottom center, and then the page number in the upper right hand corner on subsequent pages. (This is set automatically in the template.)

## Separator Line

Make sure there is a blank space between the text separator line and the first footnote on each page (Word will make this space automatically when you insert the first footnote. There is no need to add a separate space.) Separator at bottom of page should be short over new notes, long over continuing notes; to make a long one short, an extra space above the footnote may need to be removed.

## Space after Final Punctuation

Be sure to have *only one space* after end punctuation and colons (21.1, p. 306). Perform a “find” and “replace” to take care of this problem quickly if you have added two spaces after punctuation.

## Templates

We provide a number of templates for your convenience during your D.Min. program:

1. Paper template (Short/Long) – for preparing papers during the course phase.  
<https://agts.edu/academic-information/dmin-writing-resources/>
2. Prospectus template – for use in preparing your prospectus during Project Design  
Located in [DMin Central](#)
3. Project template – for use in preparing your project chapters and your final, compiled project. Note: Use individual chapter templates for each chapter. When the project is reader-ready (after ALL editor, adviser, and coordinator changes have been made), you will work with your editor to compile all of the separate chapters into the final project template to be reader-ready.  
Located in [DMin Central](#)

## Widowed Lines

A page should not end with a “dangling” subhead or a single line of a paragraph. Click on Format, then Paragraph, then the tab for Line and Page Breaks. Check “Widow/Orphan Control” to avoid widowed lines. To keep a heading with the text that follows, click “Keep with next.”

# Research and Writing Resources

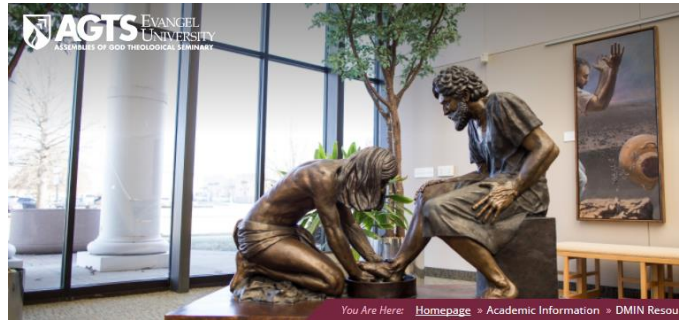
To assist you in the research process, refer to Part I in **Turabian 9**, which covers the following research and writing issues:

Chapter 1	What Research is and How Researchers Think about It
Chapter 2	Defining a Project: Topic, Question, Problem, Working Hypothesis
Chapter 3	Finding Useful Sources
Chapter 4	Engaging Your Sources
Chapter 5	Constructing Your Argument
Chapter 6	Planning a First Draft
Chapter 7	Drafting Your Paper
Chapter 8	Presenting Evidence in Tables and Figures
Chapter 9	Revising Your Draft
Chapter 10	Writing Your Final Introduction and Conclusion
Chapter 11	Revising Sentences
Chapter 12	Learning from Comments on Your Paper
Chapter 13	Presenting Research in Alternative Forums
Chapter 14	On the Spirit of Research

**See also *The Craft of Research* by Booth, Colomb, and Williams. This book is an invaluable resource for planning your work and working your plan.** It will

help you understand what research is; how to connect with your reader; how to plan your project—from topic to question to problem to sources to the use of sources; to pulling your

argument together—from claims to warrants (and key steps in between); to drafting and revising your project. *Make the most of this book through your project phase especially.*



The **Internet** is a wealth of writing resources. Below you will find a short list!

Chicago Manual of Style Online

<http://www.chicagomanualofstyle.org/home.html>

Purdue University Online Writing Lab

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Grammar Girl: Quick and Dirty Tips for Better Writing

<http://grammar.quickanddirtytips.com/>

50 Free Resources That Will Improve Your Writing Skills

<http://www.smashingmagazine.com/2009/06/28/50-free-resources-that-will-improve-your-writing-skills/>

150 Resources to Help You Write Better, Faster, and More Persuasively

<http://oedb.org/ilibrarian/150-writing-resources/>

Grammar Quizzes: Practice on Points of English Grammar

<http://www.grammar-quizzes.com/index.html>