CANADIAN BAPTIST THEOLOGICAL SEMINARY & COLLEGE

TITLE PAGE FOR TURABIAN STYLE GUIDE

SUBMITTED AT NEW STUDENT ORIENTATION

CONTAINS SUPPLEMENTARY MATERIAL:

RESEARCH PAPER WORKSHOP

WRITING A BOOK REVIEW/CRITIQUE

AND E-BOOK CITATIONS, E.G. PERLEGO

BY

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COCHRANE, ALBERTA

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STYLE GUIDE FOR ORIENTATION[1]

The Canadian Baptist Theological Seminary & College uses the University of Chicago style (also referred to as "Turabian"), which can be found in Kate Turabian's *A Manual for Writers of Research Papers*.[2] The following list contains general **guidelines** for the layout of a paper and deals with formatting issues.

TURABIAN STYLE GUIDELINES

1. Use medium or heavyweight white bond paper, 8 ½" x 11" (22 x 28 cm).
2. **Margins** – Leave a margin of **one inch** on all four edges of the page.
3. **Typeface**[3] – Choose a readable typeface designed for text, such as **Times New Roman**, and use it throughout. Avoid ornamental typefaces that distract readers and make your work seem less serious. For most papers, use **twelve-point** font size.
4. **Spacing** – **Double-space** all text in papers except for block quotations, titles and figure captions, which should be **single-spaced**. The following items should be **single-spaced** internally but with a **blank line** between items: certain elements in the front matter, including the **table of contents** and any lists of figures, tables, and abbreviations; **footnotes** or endnotes; **bibliographies** or reference lists. **Single-space** and **indent block quotations** in their entirety five spaces (1.27 cm) from the left margin, using **no quotation marks** at the

[1] This updated Style Guide includes the following supplementary material: How to create simplified hyperlinks and e-book citations, e.g. Perlego; research paper checklist; Dr. Kevin Peacock's Research Paper Workshop, and Writing a Book Review/Critique (available online along with other library resources; see https://library.cbtsc.ca/resources/).

[2] Kate L. Turabian and Wayne C. Booth, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 10th edition (Chicago, IL: Chicago University Press, 2026). Turabian is updated regularly; see newest edition if possible.

[3] Many students copy and paste quotations from the internet; this often changes the font for a particular paragraph. (It also tends to reformat the paper.) When copying and pasting, right-click in your document and choose "Keep Text Only" to avoid importing the source formatting.

beginning or end.

5. Incorporating **Quotations** into Your Text

   You can incorporate a quotation into your text in one of two ways, depending on its length.

   If the quotation is **four lines or fewer**, "run it into your **text** and enclose it in **quotation marks**." If it is **five lines or longer**, set it off as a **block quotation**, **without quotation marks**.

   You may use a block quotation for a quotation shorter than five lines if you want to emphasize it or compare it to a longer quotation.

   Indent the entire [block] quotation as far as you indent the first line of a paragraph. If you quote more than one paragraph, do not add extra lines between them, but indent the first line of the second and subsequent paragraphs further than the rest of the quotation.[4]

6. **Indentation** – Use uniform paragraph indentation throughout the paper, and space all paragraphs consistently.[5] Use tabs rather than spaces for indentations, columns of text, and other content requiring consistent alignment.

7. **Justification** – Set your computer to left justify (with a "ragged" right margin), and do not use its automated hyphenation feature.

8. **Foreign Terms** – *Italicize* isolated words and phrases in foreign languages. Do not italicize terms familiar enough to be listed in an English dictionary. If you define a foreign term, put the definition in a parenthesis or quotation marks, either following the term in the text or in a note.

9. **Submitting Hard Copy** – Unless instructed otherwise, submit single-sided papers (although double-sided printing may be allowed for informal assignments).

10. **Long Separator Line** – Word processing programs usually lengthen the separator line when the footnote is a holdover from the previous page.

11. **Pagination – Numbering**. If your only front matter is a title page, do not number that page.

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[4] Turabian, *A Manual for Writers*, 7th edition (Chicago, IL: University of Chicago Press, 2007).

[5] For spacing, use **0** (zero) **default settings** between paragraphs, not auto, 6 or 8.

(Select Different First Page.) Number pages in the body of the paper and the back matter with Arabic numerals, starting on the first page of text.

Placement. Page numbers are centred in the *footer* (at the bottom of the page).

12. **Titles of essays**. Use the same typography and format for the titles of all elements, traditionally CENTRED ROMAN TYPE WITH ALL CAPITAL LETTERS. All titles of a given type should be consistent, and each type should be different from all others. In general, titles are more prominent when centred, in **bold**face or *italic* type, in ALL CAPITAL LETTERS, or capitalized headline style than when flush left, in regular type, or capitalized sentence style.
13. Make a separate **title page**, centred vertically and horizontally.

    Do not count the title page in your numbering.
14. If your paper is divided into sub-sections, use **subheadings** to show these divisions. The subheadings should be selected in descending order.

    Centred headings draw more attention than sideheads (which begin at the left margin).

    Italics and **boldface** draw more attention than text type.

    All subheadings should have blank space above and below, except in the case of third-level subheadings. (See Appendix C for sample subheadings in descending levels.)
15. **Keep a copy** of your paper for your own protection.[6]

NOTES

Essays at CBT (excluding book reviews, which are covered below) use **footnotes** for citations. **Footnotes** are marked with consecutive Arabic superscript numbers in the text, and notes are located at the bottom of the page.

[6] Adapted from the text by Joanne Buckley, *Fit to Print: The Canadian Student's Guide to Essay Writing* (Toronto, ON: Harcourt Brace, 1998), 123–24; revised and updated.

A **bibliography –** an **alphabetical** listing of all the sources used – should be placed at the end of a paper.

SUMMARY OF (FOOT)NOTES AND BIBLIOGRAPHY

Notes are printed at the bottom of the page (called **footnotes**).

On a partial page of text, the footnotes should come directly underneath the last line of text and not at the bottom of the page. Word processing footnote settings for location should be "**below text**" rather than "bottom of page."

Notes are indented like other paragraphs in the text (**first line indent**); all following lines are flush left.

Bibliography entries have a **hanging** indentation: the first line is flush left and all following lines are indented the same space as paragraphs.

Footnotes are written **single-spaced**, with a **line space between** notes.

Place reference numbers at the end of the sentence or clause, *after* the punctuation mark.

BIBLICAL CITATIONS

Biblical Citations – You do not need to include the Bible in your bibliography. For citations from the Bible, include the **abbreviated** name of the book (see list below), the chapter number, and the verse number.

Use Arabic numerals for chapter and verse numbers (with a colon between them).

Use abbreviations with chapter and verse citations (Gen 1:1) or chapter citations (Gen 1), but spell out the book name for general citations (In the book of Genesis…).

Identify the version you are using (abbreviation is acceptable, e.g. NIV, KJV).

Old Testament

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

New Testament

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

ONLINE SOURCE CITATION

Consult with your professor before citing an online source (that is, web-based rather than being from CBT's electronic books or journals)**, as online sources are generally not appropriate for academic research.**

For the separate Turabian citation formats for news sites, web-based book reviews, website content, audiovisual content, and social media content, see the online Turabian quick guide: https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html

FOR REPEATED CITATIONS

After a source has been cited with a **full citation**, simply refer to that same source with the author's last name, a shortened form of the title, and page number.

For example:

1. Middlekauff, *Glorious Revolution*, 401–2.

2. Jacobs, *Women in Africa*, 37–38.

E-BOOKS (FOUND IN EBSCO)

If you are citing an e-book that is a pdf in EBSCO, use the Turabian format provided below. Electronic books are cited just like print books. In addition, you will need to include information about the format you consulted. Electronic books that do not have regular page numbers should be cited using chapter numbers rather than the location numbers used by the e-book platform. See the examples given for "E-BOOKS" in the online Turabian quick guide: https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html

HOW TO CREATE SIMPLIFIED HYPERLINKS[7]

When you input the link into the footnote, right click on the hyperlink and select Edit Hyperlink. A window pops up that reads "Text to Display." That can be changed to the title of the book. Hit okay. The title of the book then appears in the footnote as a direct link to the book.

APPENDICES

A sample **title page** for seminary and college papers is located in Appendix A as well as a sample table of contents in Appendix B and subheadings in Appendix C.

If you need further guidance in writing a **research paper**, a helpful resource is *Research Strategies* by William Badke (available in the library).[8] Appendix D contains the following supplementary material: **A Research Paper Workshop** (originally presented by Dr. Kevin Peacock), guidelines for **Writing a Book Review/Critique**, and a **Research Paper Checklist**. Finally, Appendix E contains **Samples of Turabian Citations**, and Appendix F concludes with some **Final Thoughts on Improving Your Papers**.

Wishing you well with your research and writing!

SELECTED BIBLIOGRAPHY

Badke, William. *Research Strategies*, 7th ed. Bloomington, IN: iUniverse, 2021.

Buckley, Joanne. *Fit to Print: The Canadian Student's Guide to Essay Writing.* Toronto, ON: Harcourt Brace, 1998.

Turabian, Kate and Wayne C. Booth, *A Manual for Writers of Research Papers, Theses, and Dissertations*, **10th ed**. Chicago, IL: Chicago University Press, **2026**.

[7] Most professors prefer **simplified hyperlinks**. Hide the URL (uniform resource locator) in the footnote itself. Clicking on the title of the book directly links to the section in question even though the URL link is not written out in the footnote.

See above for how to create one or ask a fellow student or instructor for help.

[8] William Badke, *Research Strategies: Finding Your Way Through the Information Fog*, 7th edition (Bloomington, IN: iUniverse, 2021). Ask the library director for the most recent edition. Badke frequently updates his material.

APPENDIX A: SAMPLE TITLE PAGE

CANADIAN BAPTIST THEOLOGICAL SEMINARY & COLLEGE

MASTER OF DIVINITY PROGRAM

RESEARCH PROJECT

SUBMITTED TO DR. KEVIN PEACOCK

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE COURSE

BIBLICAL INTERPRETATION

2B3213[9]

BY

STUDENT NAME

OCTOBER 2026

COCHRANE, ALBERTA

[9] Add the correct course code: see Academic Calendar.

APPENDIX B: SAMPLE TABLE OF CONTENTS[10]

CONTENTS[11]

INTRODUCTION……..1

PART I. MAN BEFORE CIVILIZATION

CHAPTER
I. HOW MANKIND BEGAN AS FOOD-GATHERERS……...3

Man's Earliest Ways of Living
The Early Stone Age
The Middle Stone Age

II. THE EARLIEST FOOD-PRODUCERS……..……..26

The Late Stone Age in the Nile Valley
The Late Stone Age in Europe

PART II. THE ORIGINS AND EARLY HISTORY OF CIVILIZATION IN THE ANCIENT NEAR EAST

III. THE STORY OF EGYPT: THE RISE OF CIVILIZATION AND THE PYRAMID AGE……..……..51

The First Union of Egypt and the Rise of Civilization
The Second Union of Egypt and the Pyramid Age (Thirtieth to Twenty-fifth Century BC)
Art and Architecture in the Pyramid Age

IV. THE STORY OF EGYPT: THE FEUDAL AGE AND THE EMPIRE……...95

The Feudal Age
The Founding of the Empire
The Higher Life of the Empire
The Decline and Fall of the Egyptian Empire

……..……

APPENDIX……..127

BIBLIOGRAPHY……134

[10] Professors will clarify when a table of contents is required. It is generally unnecessary for shorter essays.

[11] Turabian, *A Manual for Writers*, 4th edition, 11. This page is taken from an older version, but use Turabian's latest edition for term papers. Label the page **CONTENTS**, not TABLE OF CONTENTS.

APPENDIX C: SAMPLE SUBHEADINGS[12]

Subheadings – Subheadings break the material into manageable chunks. These are usually the parts described in presentation outline. In general, subheads are more **prominent** when centred, in boldface or italic type, capitalized headline style than flush left, regular type, or capitalized sentence style.

- Put an extra blank line before and after subheads. (Exception: no blank line after third level subheadings.)
- Do not end them with a period.
- Never end a page with a subhead.

THREE LEVELS OF SUBHEADINGS

First level: centred heading in **boldface**, capitalized headline style:

Centred in Boldface

Traditional Controversy between Medieval Church and State

Second level: centred heading in text type, capitalized headline style:

Centred, Regular Type

Reappearance of Religious Legalism

Third level: sidehead in **boldface**, capitalized headline style:

Flush Left, Boldface

[12] Turabian, 8th edition, 398.

APPENDIX D: SUPPLEMENTARY MATERIAL

RESEARCH PAPER WORKSHOP[13]
Kevin C. Peacock, PhD

RESEARCH PRINCIPLE #1: Read broadly and deeply to understand your subject

1. **Understand the Kinds of Sources Expected for Use**

- Consult **primary sources** (first level) for evidence.
- Read **secondary sources** (second level) to learn from other researchers.
- Read **tertiary sources** (third level) for introductory overviews.

> **Beware, however, of online encyclopedias, such as *Wikipedia*, that rely on anonymous contributions rather than on carefully edited entries written by established researchers**. *Wikipedia* has proved to be relatively accurate in the sciences, but overall it is uneven and sometimes wrong. **Never cite it as an authoritative source**.

2. **Gather the Right Kind of Sources**

- Bookstacks
- Reference works (e.g. encyclopedias, dictionaries, word study sources, commentaries) and bibliographies
- Library catalogue (Koha)
- Periodical indexes (EBSCO)

RESEARCH PRINCIPLE #2: Evaluate the reliability of your sources

1. Print Sources
- Is the author a reputable scholar?
- Is the source current?
- Is the source published by a reputable press?
- Was the article peer-reviewed?
- Has the source received good reviews?
- Has the source been frequently cited by others?

2. Online Sources
- The site is sponsored by a reputable organization.
- It is related to a reliable professional journal.
- It supplements reliable print sources.
- It avoids heated advocacy for or against a contested social issue.
- It does not make wild claims, attack other researchers, use abusive language, or make errors of spelling, punctuation, and grammar.
- It indicates when the site was last updated.

[13] Material adapted from Turabian and presented to students at Orientation.

WRITING PRINCIPLE #1: Use your sources responsibly

1. Gather the most useful information.
2. Develop an outline quickly.
3. Note areas of general agreement and disagreement.
4. Discern when to summarize, paraphrase, and quote.
5. Record the information from your sources fully, accurately, and appropriately.
6. **Give credit for the information you have gained elsewhere**.
7. Guard against inadvertent plagiarism.
    - *Always* unambiguously identify words and ideas from a source so that weeks or months later you cannot possibly mistake them for your own.
    - *Never* paraphrase a source so closely that a reader can match the phrasing and sense of your words with those in your sources.
8. Guard against inappropriate assistance.

How much help is inappropriate?

For a class paper, most instructors encourage students to get general criticism and minor editing, but **not detailed rewriting** or **substantive suggestions**. <u>This also applies to the use of generative AI</u>.

For a thesis, dissertation, or work submitted for publication, writers get all the help they can from teachers, reviewers, and others so long as they do not become virtual ghost writers.

WRITING PRINCIPLE #2: Write your project in a timely manner

1. Follow the assignment given in the syllabus carefully, making sure that nothing required is left out.
2. Follow a logical, progressive outline.
3. Cite any information coming from another source.
4. Summarize material to give a concise, tight argument.
5. Paraphrase the bulk of the material into your own words.[14]
6. Only quote material that is absolutely vital in its wording.
7. Write the introduction to your paper after you have come to a conclusion.[15]

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[14] However, see William Badke's *Research Strategies: Finding Your Way Through the Information Fog*, 7th edition, where he strongly advises students to **avoid sentence by sentence rewriting** (cf. sections 9.3.3 The Quoter; 9.3.4 The Summarizer; 9.3.5 The Sentence by Sentence Rewriter).

[15] See Badke's *Research Strategies*, section 11: "Tips on Research Writing" for additional helpful advice (11.2.1 deals with writing the Introduction):

11.1 The Research Question and Final Outline
11.1.1 Step One: The Research Question/Thesis Statement
11.1.2 Step Two: Preliminary Outline Headings
11.1.3 Step Three: Organizing the Headings
11.2 Some Tips on Research Writing
11.2.1 Introduce Your Paper Well
11.2.2 Be Focused at All Times
11.2.3 Always Describe Before You Analyze
11.2.4 Avoid Ridicule
11.2.5 Be Logical
11.2.6 Be Explicit

WRITING PRINCIPLE #3: Edit your completed project for quality and accuracy

1. Rewrite/edit the project at least three times to guard against inadvertent plagiarism and ensure the content of the paper is indeed yours.
2. Use spell/grammar check, but always check the results yourself. Use either UK/Canadian or American spelling consistently throughout.
3. Print the project at least a day before it is due.

WRITING PRINCIPLE #4: Learn all you can from a returned paper

1. Note any form, style, and content errors and learn accordingly.
2. Consider carefully the instructor's comments that will help you perform even better the next time.
3. If necessary, seek a time with the instructor to go over something you do not understand.

Helpful Hints for Writing

1. All papers should be done in Turabian (Chicago) style. When in doubt, look it up.
2. If the assignment is a formal research paper, except for personal application and example, formal writing is always done in third person.
3. Contractions are *never* used in formal writing (e.g. don't, can't).
4. Any information/ideas gained from other sources, *quoted or not*, must be cited in a footnote or endnote.
5. A source with no stated author is probably not a good research source.
6. Cite a work by its *author*, not its editor.[16]
7. **The Bible is an assumed source, so it will not be considered as one of the required sources.**
8. Excuses are unacceptable for late work. The wise student will begin work on the paper immediately.

11.2.7 Aim for Clear Writing Rather Than Big Words and Complex Sentences
11.2.8 Watch out for Flawed Arguments
11.2.9 Know When to Quote and When Not to Quote
11.2.10 Know Some Basic Principles for Quotations
11.2.11 Know the Uses of Footnotes/Endnotes/Citations
11.2.12 Watch Your Conclusions
11.2.13 Give Your Final Paper a Professional Look

[16] However, see footnote 17: In a commentary series or a work such as a dictionary or encyclopedia in which the entries are credited with the author's name, cite the source as an essay in a book, giving credit to the author.

If no author's name is given, cite the source under the name of the editor.

WRITING A BOOK REVIEW/CRITIQUE

A book review is *a critical evaluation* of another's work. The purpose is to engage and argue with the text, not simply to give a summary of what the author said. Usually reviews are brief, unless the work or the assignment calls for more detailed engagement. Your assignment will determine the length and extent of your review.

These are common elements expected in most book reviews:

1. **A brief summary of the book's contents.** This should describe the main topic, the purpose for writing the book, and the flow of argument followed. The operative word is "brief." Quality reading and research displays the ability to highlight the important and disregard the unimportant. The bulk of your review should not be the summary but instead your engagement and critique of the book's contents.

2. **A critique of the author's point of view and contributions.** This calls for critical engagement with the subject matter, what strikes you as noteworthy about this book and how persuasive the author was in his/her argument. Was it worthwhile that this book was written?

3. **At least one area where you disagree with the author and why.** It is quite possible that the bulk of your review is in agreement with the author, but this demonstrates your critical reasoning ability and whether or not you read with your eyes wide open. This part of your review may require doing some more research on the subject to bolster your opinion.

4. **Ways in which this book might impact you personally and/or your ministry.** If your critique is totally negative, then your answer would reflect that. This is also the place to recommend this book to an audience, warn against it, or describe the kind of audience that would find this book useful.

Hints for Preparing and Writing a Book Review

1. Read *the entire book* before writing the review, not merely a summary.

2. Make notes about the book as you read. If you own the book, highlight the important contributions, mark the sections to rehearse or questionable passages that you will need to consider further.

3. Give yourself enough time to do extra research if necessary (e.g. information on the author, other works the author has written, other works that may refute the author's premise, etc.). This will give you more context from which to formulate your opinions.

4. Do not overload your review with extended quotes from the book. If necessary, only quote brief statements or at most the bare minimum of what you need to make your point.

5. Be fair and balanced in your critique of the author's work. In other words, do not critique them for the book you wanted them to write, but instead the book they intended to write and

how well they did so.

6. Give the bibliographical information at the beginning of the review.

7. Since most, if not all, references in the review are to that book, there is no need for footnotes, but simply a parenthetical reference to the page number (23).

8. Since part of the book critique is your own opinion, it is acceptable in a book review/critique to refer to yourself in the first person.

9. As always, use grammar and spell check (**do not use generative AI** to modify the writing style), and rewrite and edit your work for a quality product.

PAPER CHECKLIST

Use the following checklist before submitting your research paper for this class:

- I have the correct Turabian (Chicago) style and form, in accordance with the CBT library example copy of a Research Paper.

- The paper is double-spaced with the prescribed font (12-point Times New Roman) and one-inch margins (footnotes are 10-point Times New Roman).

- The paper has a CBTSC title page.

- I have cited sources in accordance with Turabian.

- Citations and footnotes are specific and line by line as needed.

Do not use a single footnote to support an entire paragraph. (However, check with your professor if the content of an entire paragraph is drawn from the same section of the same source.)

- My introduction includes a thesis statement or question which articulates the purpose of the paper.

- My introduction gains the reader's attention and introduces the main idea.

- I rarely use first person singular writing, and if I use it, it is only in the introduction/conclusion.

- My bibliography has as many suitable sources as required by the instructor.

- I quote sources directly, not relying on what others have said that the sources have said.

- I have avoided the use of **bold font**, except for section headings, and I have avoided the extensive use of *italics*, except for the titles of books/journals and statements in foreign languages.

- Whenever possible, I have reconstructed and strengthened sentences that start with "It is important," "Here is" and "There is/There are."

- All of my paragraphs are ideally at least three sentences long. The first sentence states an idea/concept/argument. The following sentences support/contrast/explain that idea, and the concluding sentence summarizes the idea and (when possible) transitions to the next paragraph.

- Block quotes (four lines or more) are infrequent, and when they occur, they are indented, single-space, with no quotation marks.

- I have proofread the paper.

- I had a competent reader proof my paper as well. Editing software is permissible *only* if it strictly identifies grammatical mistakes (**no use of generative AI** to modify writing style).

APPENDIX E: SAMPLE TURABIAN CITATIONS

The following are some examples of citations for a research paper. The first example is the **footnote/endnote form**, and the second is the **bibliographic** form.[17]

Single-Volume Commentary:

[1] Walter A. Brueggemann, *Jeremiah 26–52: To Build, To Plant*, International Theological Commentary (Grand Rapids, MI: Eerdmans, 1991), 101–9.

Brueggemann, Walter A. *Jeremiah 26–52: To Build, To Plant*. International Theological Commentary. Grand Rapids, MI: Eerdmans, 1991.

Commentary in a Bound or Multi-Volume Set:

[23] Ralph L. Smith, *Amos*, Broadman Bible Commentary, vol. 7, ed. Clifton J. Allen (Nashville, TN: Broadman, 1972), 81–88.

Smith, Ralph L. *Amos*. Broadman Bible Commentary. Vol. 7. Edited by Clifton J. Allen. Nashville, TN: Broadman, 1972.

Book with One Author:

[4] Paul D. Hanson, *The Dawn of Apocalyptic: The Historical and Sociological Roots of Jewish Apocalyptic Eschatology* (Philadelphia, PA: Fortress, 1979), 211–15.

Hanson, Paul D. *The Dawn of Apocalyptic: The Historical and Sociological Roots of Jewish Apocalyptic Eschatology*. Philadelphia, PA: Fortress, 1979.

Multi-Volume Work by One Author:

[16] Gerhard von Rad, *Old Testament Theology*, vol. 1, trans. D. M. G. Stalker (New York, NY: Harper & Row, 1962), 230.

Rad, Gerhard von. *Old Testament Theology*. 2 Vols. Translated by D. M. G. Stalker. New York, NY: Harper & Row, 1962, 1965.

Translated Works:

[27] Claus Westermann, *A Thousand Years and a Day: Our Time in the Old Testament*, trans. Stanley Rudman (Philadelphia, PA: Muhlenberg, 1962), 18.

Westermann, Claus. *A Thousand Years and a Day: Our Time in the Old Testament*. Translated by Stanley Rudman. Philadelphia, PA: Muhlenberg, 1962.

[17] **Note**: In a commentary series or a work such as a dictionary or encyclopedia in which the entries are credited with the author's name, cite the source as an essay in a book, giving credit to the author. If no author's name is given, cite the source under the name of the editor.

Book with Several Authors:

[5] William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, Jr., *Introduction to Biblical Interpretation* (Dallas, TX: Word, 1993), 198–202.

Klein, William W., Craig L. Blomberg, and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation.* Dallas, TX: Word, 1993.

Journal Article:

[13] John H. Hayes, "The Tradition of Zion's Inviolability," *Journal of Biblical Literature* 82 (Dec 1963): 419. [Add **page number** for footnotes.]

Hayes, John H. "The Tradition of Zion's Inviolability." *Journal of Biblical Literature* 82 (Dec 1963): 419–26. [Add **page range** for journal refs.]

Encyclopedia Article:

[10] Michael D. Guinan, "Davidic Covenant," *Anchor Bible Dictionary*, ed. David Noel Freedman (New York, NY: Doubleday, 1992), 2:69.

Guinan, Michael D. "Davidic Covenant." *Anchor Bible Dictionary*. Edited by David Noel Freedman, 2:69–70. New York, NY: Doubleday, 1992.

Essay in a Book:

[23] Dennis J. McCarthy, "God's Presence and the Prophetic Word," in *The Presence of God*, edited by P. Benoit, R. Murphy, and B. van Iersel (New York, NY: Paulist Press, 1969), 22–24.

McCarthy, Dennis J. "God's Presence and the Prophetic Word." In *The Presence of God*. Edited by P. Benoit, R. Murphy, and B. van Iersel, 21–33. New York, NY: Paulist Press, 1969.

Entry in a Lexicon:

[3] William L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Grand Rapids, MI: Eerdmans, 1989), s.v. "word," 364.

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament.* Grand Rapids, MI: Eerdmans, 1989.

Unpublished Dissertation or Thesis:

[7] Kevin C. Peacock, "The Covenant Promises in Their Canonical Relationship to the Eden Narrative" (PhD dissertation, Southwestern Baptist Theological Seminary, 1995), 10.

Peacock, Kevin C. "The Covenant Promises in Their Canonical Relationship to the Eden Narrative." PhD dissertation, Southwestern Baptist Theological Seminary, 1995.

Unpublished Article:

[66] Gary N. Knoppers, "Ancient Near Eastern Royal Grants and the Davidic Covenant: An Examination of a Proposed Parallel" (Chicago, IL: Society of Biblical Literature, 1994), 33.

Knoppers, Gary N. "Ancient Near Eastern Royal Grants and the Davidic Covenant: An Examination of a Proposed Parallel." Chicago, IL: Society of Biblical Literature, 1994.

Web Sites

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APPENDIX F[18]

FINAL THOUGHTS ON IMPROVING YOUR PAPERS

Use First Person Pronouns Appropriately[19]

Most instructors and editors agree that two uses of *I* should be avoided:

- Insecure writers begin too many sentences with *I think* or *I believe* (or their equivalent, *In my opinion*). Readers assume that you think and believe what you write, so you do not have to say you do.
- Inexperienced writers too often narrate their research: *First, I consulted …, then I examined …,* and so on. Readers care less about the story of your research than about its results.

But we believe, and most scholarly journals agree, that the first person is appropriate on two occasions. That last sentence illustrates one of them: *We … believe that the first person …*

- An occasional introductory *I (*or *we) believe* can soften the dogmatic edge of a statement. Compare this blunter, less qualified version:

  But ~~we believe, and most scholarly journals agree, that~~ the first person is appropriate on two occasions.

  The trick is not to hedge so often that you sound uncertain or so rarely that you sound smug.
- The first person *I* or *we* is also appropriate when it is the subject of a verb naming an action unique to you as the writer of the argument: verbs referring to such actions typically appear in introductions: *I will show/argue/prove/claim that X*, and in conclusions: *I have demonstrated/concluded that Y*. Since only you can show, prove, or claim what is in your argument, only you can say so with *I*.

Learning from Your Returned Paper

Teachers are baffled when a student looks only at the grade on his/her paper and ignores substantive comments, or, worse, does not bother to pick up the paper at all. Since you may write many reports in your academic life, it is wise to understand what you can do next time to earn a better response.

Find General Principles in Specific Comments

- Look for a pattern of errors in spelling, punctuation, and grammar. If you see one, you

[18] Turabian, 7th edition, 2007.

[19] Check with your prof regarding first person singular writing. Some do not allow it, except in a paper's intro and conclusion. "Let us" is appropriate, but some profs discourage it.

know what to work on.

- If your teacher says you made factual errors, check your notes: Did you take bad notes or misreport them? Were you misled by an unreliable source? Whatever you find, you know what to do in your next project.

- If your teacher reports only his/her judgements of your writing, look for what causes them. You will not always find what caused the complaints, but when you do you will know what to work on next time.

Talk to Your Instructor

If your teacher's comments include words like *disorganized, illogical*, or *unsupported* and you cannot find what triggered them, make an appointment to ask. As with every other step in your project, that visit will go better if you plan it:

- If your teacher marked up spelling, punctuation, and grammar, correct those errors *before* you talk to your teacher to show that you took his/her comments seriously.

- Do not complain about your grade. Be clear that you want only to understand the comments so that you can do better next time.

- Focus on just a few comments. Rehearse your questions so that they will seem amiable; not: "You say this is disorganized but you do not say why," but rather "Can you help me see where I went wrong with my organization so I can do better next time?"

- Ask your instructor to point to passages that illustrate his/her judgements and what those passages should have looked like. Do not ask "What didn't you like?" but rather "Where exactly did I go wrong and what could I have done to fix it?"