AGTS D.MIN. WRITING STYLE GUIDE
(Rev. June 2017)
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AGTS Writing Style Policies

Turabian-SBL2 style is the Seminary academic writing standard.


Turabian 8 available for purchase [HERE](#). Turabian 8 Online “quick guide” available [HERE](#).

**SBL2** (Society of Biblical Literature, 2nd 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).


*Student Supplement for the SBL Handbook of Style, 2nd Edition:*

**The Chicago Manual of Style** is followed for all matters not covered by Turabian-SBL2.

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 8th 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.
Writing Resources

For research and writing resources for your D.Min. papers and project, please visit the D.Min. Participant Resources Website (http://www.agts.edu/dmin/project/index.html). There you will find the following items:

- D.Min. Writing Style Guide
- Paper Template
- Biblical-Theological Resources
- Editors List
- Alumni Abstracts
- Plagiarism avoidance information
- Paper Template
- Prospectus Template
- Project Template
- Project Outline

The Internet is a wealth of writing resources. Below you will find a short list; Google “Writing Resources” for more!

- Chicago Manual of Style Online
  http://www.chicagomanualofstyle.org/home.html

- Purdue University Online Writing Lab
  http://owl.english.purdue.edu/owl/

- 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://oedl.org/ilibrarian/150-writing-resources/

- Dartmouth’s “What Is an Academic Paper?”

- Fuller Seminary D.Min. Writing Resources (See specifically “D.Min. Writing Helps,” pp. 5-7).
  www.fullerseminary.net/cll/dmin/finalproject/pdfs/DMinAcademicWritingStandards1107.pdf

- Grammar Quizzes: Practice on Points of English Grammar
  http://www.grammar-quizzes.com/index.html
Research and Writing: From Planning to Production

Turabian Research and Writing. To assist you in the research process, refer to Part I in Turabian 8, which covers the following research and writing issues:

Chapter 1 What Research is and How Researchers Think about It
Chapter 2 Moving from a Topic to a Question to a Working Hypothesis
Chapter 3 Finding Useful Sources
Chapter 4 Engaging Sources
Chapter 5 Planning Your Argument
Chapter 6 Planning a First Draft
Chapter 7 Drafting Your Report
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 Your Returned 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 following items (in alphabetical order) address some additional, specific research and writing issues that arise while doing D.Min. projects and papers.

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
http://aaweb.gallaudet.edu/CLAST/Tutorial_and_Instructional_Programs/English_Works/Writing/Paraphrasing_Quoting_and_Avoiding_Plagiarism/Words_that_introduce_Quotes_or_Paraphrases.html for samples.

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:

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

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

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

See the link below for another list of helpful transition words:
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. 102) “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.unc.edu/depts/wcweb/handouts/introductions.html
http://www2.hmc.edu/~alves/intros.html
http://www.usu.edu/markdamen/WritingGuide/24intro.htm
http://www.crlsresearchguide.org/17_Writing_Introduction.asp
http://www.ehow.com/how_2303267_write-introduction.html

Tips on writing a good conclusion:

http://leo.stcloudstate.edu/acadwrite/conclude.html
http://www.unc.edu/depts/wcweb/handouts/conclusions.html
http://www.brighthub.com/education/k-12/articles/10956.aspx

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.

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; this order could not be reversed.
Style

Clarity is the point of good grammar. Oftentimes with poor grammar results in vagueness and ambiguity, and the writer’s argument is lost. The following items provide key items of importance to consider when writing your D.Min. papers and projects, many of which will help increase clarity. As you follow these writing tips and guidelines while proceeding through the program, you will continue to strengthen your writing skills and increase your influence exponentially.

Turabian. Refer to Part III in Turabian 8, which covers the following style issues:

- Chapter 20 Spelling
- Chapter 21 Punctuation
- Chapter 22 Names, Special Terms, and Titles of Works
- Chapter 23 Numbers
- Chapter 24 Abbreviations
- Chapter 25 Quotations
- Chapter 26 Tables and Figures

NOTE: The Internet is a wealth of information for style questions. You can often do a simple search such as “accept or except?” for insight on a specific issue.

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 above listing in 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. 331-346)

AG not A/G

See “Abbreviations in Citations and Other Scholarly Contexts” (24.7, pp. 344-345)

Abbreviations in footnotes are acceptable.

Confine use of etc., e.g., and i.e. to parenthetical references within the text. Outside of parenthetical references, use “for example” instead of e.g. and “that is” instead of i.e.

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 ([http://owl.english.purdue.edu/handouts/esl/eslsubverb.html](http://owl.english.purdue.edu/handouts/esl/eslsubverb.html))

Subject-Verb Agreement ([http://grammar.ccc.commnet.edu/grammar/sv_agr.htm](http://grammar.ccc.commnet.edu/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.”

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

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

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](http://leo.stcloudstate.edu/grammar/pronante.html))

Pronoun and Pronoun Antecedent Agreement ([http://grammar.ccc.commnet.edu/grammar/pronouns.htm](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.


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)**

http://owl.english.purdue.edu/owl/resource/540/01/
http://www.learnenglish.de/grammar/articlestext.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.

Rewrite the following sentences to correct any misplaced or dangling modifiers:

Jeff offered an apple to the horse that he had been carrying around in his pocket for two weeks.

After passing her grade 6 English exam, the teacher congratulated the pupil.

At the age of 24, my daughter was born.

Jason and Paulette stood and watched as the deer bounded away, hand in hand.
Mark handed the book to the woman that he had found lying covered with dust under the sofa. A man was escorted out by the security guard who was drunk and disorderly.

**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 Parenthesis
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 PARENTHESIS!

Avoid...Passive Voice

"You’re just messing with me, aren’t you."

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.

The following sentences are in the passive voice. Rewrite them in the active.
- A beautiful mountain scene was painted by an AGTS student.
- Many new applications were received by the Registrar’s Office.
- A wonderful time was had by Shelley in Cuba.
- Adult learning is enjoyed by all AGTS D.Min. participants.

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” about 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/

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 NEXT 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.”

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”
(When to use each? See this video: http://binged.it/1kAwpwl)
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) a dishwasher?

Here is a helpful video on when to use "start" and when to use "begin" in writing:
http://www.youtube.com/watch?v=ZCmUwWjd5fs
* 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” (possession) and “it’s” (contraction for it is)
http://www.grammar-monster.com/easily_confused/its_its.htm

“lay” and “lie”
http://www.learningtreasures.com/lay_lie.html”

“than” and “then”
http://www.grammar-monster.com/easily_confused/than_then.htm

“accept” and “except”
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
“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! (See below...)
http://www.grammarunderground.com/while-vs-though-or-although.html
http://www.quickanddirtytips.com/education/grammar/although-versus-while

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
See “Appropriate Language: Overview” (http://owl.english.purdue.edu/owl/resource/608/01/)
See “Stereotypes and Biased Language” (http://owl.english.purdue.edu/owl/resource/608/05/)
See “Appropriate Pronoun Usage” (http://owl.english.purdue.edu/owl/resource/608/06/)

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://stjerneskinn.com/gender-neutral-words.htm

See the AGTS policy on non-discriminatory language below, as it appears in the AGTS Student

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 more specific guidelines on non-discriminatory language, see the following materials:
* Gender: http://owl.english.purdue.edu/owl/resource/560/14/
* 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 by 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
who's/whose
their/there/they're
You're/your
Principal/principle

Lead/led
Past/passed
Rein/reign
Moot/mute
Every day/everyday

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 with a colon. Do not indent lists with bullets or numbers; place bullet or number at the left margin and tab in. 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.
(See list, continued on next page...)
accept/except  affect/effect
all right/already  altar/alter
assure/insure/ensure  breath/breathe
complement/compliment  conscience/conscious
counsel/council  emigrate/immigrate
imminent/eminent  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, pp. 318-330)
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. 321). 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. 320) 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.

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. 321).

If a number has two words, use a hyphen (fifty-five).
“Never begin a sentence with a numeral” (23.1.2).
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.

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. 301); (3) before the words then, however, thus, hence, indeed, accordingly, besides, and therefore; (4) when “items in a series have internal punctuation” (p. 302) such as: “Green indicates vegetation that remained stable; red, vegetation that disappeared; yellow, new vegetation.” (p. 302)

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

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:
http://www.chicagomanualofstyle.org/16/images/ch07_tab01.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:

<table>
<thead>
<tr>
<th>One word:</th>
<th>Hyphenated words:</th>
<th>Two words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bodybuilders</td>
<td>long-standing</td>
<td>decision making</td>
</tr>
<tr>
<td>Christlike</td>
<td>mind-set</td>
<td>problem solving</td>
</tr>
<tr>
<td>downside</td>
<td>real-life</td>
<td>team taught</td>
</tr>
<tr>
<td>everyday (as adj.)</td>
<td>twenty-three</td>
<td></td>
</tr>
<tr>
<td>interpersonal</td>
<td>well-being</td>
<td></td>
</tr>
<tr>
<td>laypeople</td>
<td>three-month</td>
<td></td>
</tr>
<tr>
<td>lifelong</td>
<td>over-saturate</td>
<td></td>
</tr>
<tr>
<td>lighthearted</td>
<td>follow-up</td>
<td></td>
</tr>
<tr>
<td>midlife</td>
<td>single-spaced</td>
<td></td>
</tr>
<tr>
<td>multifaceted</td>
<td>well-equipped (see 20.3.1 for when</td>
<td></td>
</tr>
<tr>
<td>ongoing</td>
<td>this is hyphenated and when it is</td>
<td></td>
</tr>
<tr>
<td>postmodern</td>
<td>not.)</td>
<td></td>
</tr>
<tr>
<td>posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prefallen state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sociocultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>threefold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>website</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 16, we will use Jesus’s and Moses’s for plural possessive.) See Chicago 16 updates on this and other items here: [http://www.chicagomanualofstyle.org/about16_rules.html](http://www.chicagomanualofstyle.org/about16_rules.html).

**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://www.agts.edu/dmin/project/historicalpresent.pdf
(This document was originally from
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:
“In Luke 24, Jesus says to those on the road to Emmaus ...”
versus, “When Jesus spoke with the travelers on the road to Emmaus ... .”

**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)
Aaron suggests that the creation of the idol was beyond his control when he describes how he threw the gold into the fire and out came a calf.
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

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)

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1 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
curch, 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
Feast of Unleavened Bread
Feast of Weeks
Fellowship, the (Assemblies of God or Pentecostal)
first Adam (but: Last Adam as in Jesus)
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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)
kingship (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)

O
Old Covenant
Old and New Testaments, the Old Testament Scriptures
One, the (Christ)
orthodox Christianity
Orthodox (as in Greek Orthodox, Russian Orthodox)
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

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)

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
Triumphant 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.
Document Formatting

See the D.Min. PAPER template and D.Min. PROJECT template here:
http://www.agts.edu/dmin/project/samples_templates.html
1. Download the templates.
2. Watch the videos posted at that site.
3. 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.)
4. 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.
5. If you have further questions about format, your D.Min. editor will be happy to help you.

Note: Turabian Appendix A contains instruction about format guidelines. Also, SBL2 has formatting 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. 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.
3. 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**

- **c.** Times New Roman, 12-point font, is required in all papers (with no kerning).
- **d.** Times New Roman, 10-point font, is required in footnotes.
- **e.** Paragraph indentation for both body and footnotes is ½-inch.
- **f.** 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, which sets 12 pt. “after” a single line. If you are not using the template, however, avoid a manual return 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. Set your ruler for automatic indent. (If you use the template, this is already established for you!) See sample footnote below.²

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

**Space between Footnotes:**

Footnotes should have one line between each entry. This is set automatically in the paper and project templates. Do not *return* between each entry. Select your text, then go to paragraph and select 12 in the “after” box under “spacing.”

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

**Footnote Numbering:**

² *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.
Begin footnotes again at #1 at the beginning of each new chapter/section for the D.Min. project.

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

**Headings**

See pp. 393 in Turabian 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 and in the Table of Contents if the title requires two lines. Appendix material may be single-spaced.

**Margins**

All papers should have a one-inch margin on all sides, except for the first page of all major sections/chapters, which has a 2-inch margin at the top. Title page has 2-inch top and bottom margins. See the paper or project templates posted on the D.Min. participant 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. 296). Perform a “find” and “replace” to take care of this problem quickly if you’ve added two spaces after punctuation. (Yes, I know you probably learned to type on a typewriter, and it was two spaces then; but with the advent of computers, it’s ONE...trust me!)

Templates
At this link, http://www.agts.edu/dmin/project/samples_templates.html, there are three templates provided for you during your D.Min. program:
  1. Paper template – for use in preparing papers during the course phase.
  2. Prospectus template – for use in preparing your prospectus during Project Design
  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.

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.”
Citation Formatting

Proper citation serves as a vital component of quality academic writing. Turabian chapter 15, “General Introduction to Citation Practices” notes four excellent reasons for citing sources:

1. To give credit.
2. To assure readers about the accuracy of your facts.
3. To show readers the research tradition that informs your work.
4. To help readers follow or extend your research.3

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 145-148 (Figure 16.1) for the basic patterns.

See also chapter 25, “Quotations” (pp. 346-357) for avoiding plagiarism.

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

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).
- 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.


Block Quotations
“Run four or fewer quoted lines into your running text.” (p. 74)  
“Set off five or more lines as an indented block.” (p. 74)
For use of epigraphs used as block quotes, see (p. 352).

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. 350).

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).

Class/Course Lecture (footnote and bibliographic forms):
- Earl Creps, “Renewing the Spiritual Leader” (class notes for Core 1 Course at Assemblies of God Theological Seminary, Springfield, MO, February 7, 2008), 41.

Dictionaries/Encyclopedias
(17.5.3)
- 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. 190 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
encycledias (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:


**ed. and eds. (see p. 146, fig. 16.1 and 17.1.1.1, p. 167)**

<table>
<thead>
<tr>
<th>When you have...</th>
<th>Footnote format</th>
<th>Bibliographic format</th>
</tr>
</thead>
<tbody>
<tr>
<td>editor <em>instead of</em> author</td>
<td>, ed.</td>
<td></td>
</tr>
<tr>
<td>(or “eds.” if more than one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>author <em>plus</em> editor</td>
<td>ed. (“edited by”)</td>
<td>Edited by</td>
</tr>
<tr>
<td>author <em>plus</em> translator</td>
<td>trans.</td>
<td>Translated by</td>
</tr>
<tr>
<td>edition number</td>
<td>2nd ed.</td>
<td>2nd ed.</td>
</tr>
<tr>
<td>single chapter in an edited book</td>
<td>in... , ed.</td>
<td>In... , edited by</td>
</tr>
</tbody>
</table>

Note the distinction between a chapter in a book and an article in a magazine or journal (no use of “in” or “In” needed).

**Editions and Volumes (See 17.1.3, pp. 170-171) (footnote and bibliographic forms):**
- Use 2nd ed. not 2nd.

- Book with more than one edition:
  Author, *Title*, 8th ed. (City: Publisher, Year), page.
  Author. *Title*. 8th 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* (1975; repr., City: Publisher, Year), page.
  Author’s name. *Title*. 1836. Reprint, City: Publisher, Year.

- For Volumes (See 17.1.4, p. 171-172 for details; this can get complicated!)
  (For multi-volume works, cite volume you used.)

  Author, *Volume Title*, vol. 1, *Series Title* (City: Publisher, Year), page.
  Author. *Volume Title*. Vol. 1, *Series Title*. 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 or after the quotation 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, omission of text: “What we require ... is a new method.”
• Placement of the other punctuation depends on whether the omission precedes or follows the mark: “We are fighting for the holy cause of Slavdom; ... for freedom; ... for the Orthodox cross.” “All this is not exactly in S’s tradition ...; and it was not your style.”

E-mail (citation of)
See pp. 195-196, 261.

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, p. 354) for more details.

Et al.
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. (See 19.1.1, p. 230), 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.

g. 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.

h. Writers must utilize a consistent short title throughout their writing.

i. 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.
j. 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 sixteenth edition of *The Chicago Manual of Style* (14.28).

**Ibid.**

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 (See Samples at 17.7.1, page 197)**

**Footnote format:**


**Bibliographic format:**


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.

**Kindle**

See “Online and Other Electronic Books” at the top of page 181 in Turabian (17.1.10).

See 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)


Logos Bible Software (how to cite)
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.

    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.

Magazines (17.3) and Journals (17.2, 16.1 on page 148).
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):


Magazine (footnote and bibliographic formats):


Remember to distinguish between a chapter or essay within a book (see 16.1, #5, p. 147) and an article in a journal (see 16.1, #6, p. 148).

One Source Quoted in Another (17.10, p. 215)
“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 215 for format.

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 17.5.4) See also: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html, “Book Review”

Footnote format:


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)


[sic] (25.3.1.1)

If the author you are quoting makes a spelling or grammar mistake, use [sic] in the quote to show it is not your spelling or grammar mistake, but copied from original. See 25.3 section on “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.

Translations

(See 17.1.1, Editor or translator in addition to an author; 17.1.1.2, Editor or translator in place of an author)

Volumes

See “Editions and Volumes” above
Biblical Citation Formatting

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. 342) 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.

Make sure multiple Scripture references are in proper sequence as found in the Bible (Gen. 1:1; Mark 1:1; Rev. 1:1). Use a colon between different books when listing multiple sources.

Abbreviations: (As of June 2017, we are using the SBL abbreviations below. Note that the Arabic numeral is used for numbered books (1 Thess, not I Thess). See Turabian 24.6 and 17.5.2 for other information relative to biblical citation.

|---|---|---|---|---|---|---|---|

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

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

Doctoral participants will quote biblical languages using the free **SBL Unicode Fonts**

- “SBL-Greek Font”
- “SBL-Hebrew Font” and
- “SBL-BibLit Font”

[https://www.sbl-site.org/educational/biblicalfonts.aspx](https://www.sbl-site.org/educational/biblicalfonts.aspx)

**Examples of Biblical Citations (see SBL Student Supplement for more examples):**


**Article in Volume of a Series or Set (footnote and bibliographic forms):**


**Book in Series or Set (footnote and bibliographic forms):**


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