# THE MASTER'S SEMINARY

2020–2021 | Style Guide

A Guide to Turabian's *Manual for Writers*

THE MASTER'S SEMINARY

THE MASTER'S SEMINARY STYLE GUIDE

ACADEMIC YEAR 2020–2021

BY

THE MASTER'S SEMINARY FACULTY

SUN VALLEY, CALIFORNIA

MAY 2020

PREFACE

 *The Master's Seminary Style Guide: A Guide to Turabian's Manual for Writers* is a concise formatting guide to properly preparing documents according to the seminary's academic writing requirements. Students of The Master's Seminary in all academic programs[1] shall adhere to the style and formatting requirements in Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (9th ed., 2018), unless otherwise amended in the present document. The guide itself conforms to all the formatting rules herein, with the exception of single spacing in the text body.

 This guide contains four main chapters:

- ✓ General formatting requirements for academic papers
- ✓ Source citation: How to properly cite works in both footnotes and the bibliography
- ✓ Style and grammar guidelines
- ✓ How to use proper argumentation in an academic paper

 Additionally, the following appendices are included:

- ✓ Lists of common abbreviations
- ✓ Common writing problems in student papers categorized for grading purposes

 You may use this study guide in a straightforward fashion as a supplement to the 8th edition of Turabian's *Manual for Writers*. Each section builds upon the previous one to facilitate learning. For example, the section discussing the specific elements in footnotes and the bibliography begins with a treatment on the author or authors, since this element appears first in source citation. NB,[2] while this guide is based on Turabian, there are many formatting particulars specific to The Master's Seminary that go beyond these standards. This document may also be consulted as a reference using the included Table of Contents. These guidelines are to be followed unless otherwise noted, or unless you are given special instructions by your professor or advisor.

---

[1] This *Style Guide* governs the writing assignments of the following English-language academic programs at The Master's Seminary: DipTh, BTh, MDiv, ThM, PhD, DMin.

[2] NB (*nota bene*) is a Latin abbreviation that means "note well." It is used in academic writing (and throughout this guide) in order to draw attention to a particular aspect or detail of the subject in question.

CONTENTS

CHAPTER ONE

GENERAL FORMATTING

This chapter will describe in detail the general formatting requirements for all papers at The Master's Seminary.[1] It includes information about the essential elements of a TMS paper, including its title page, Table of Contents, text body, references, and bibliography.

**Title Page**

All papers at The Master's Seminary must begin with a title page that is formatted according to the template included below. Observe the figure (comments to follow):

three blank lines     line spacing set to 1.5 for title page

THE MASTER'S SEMINARY

six blank lines between elements

THE CHRISTOLOGY OF THE PAULINE EPISTLES

six blank lines between elements

BY
NOBLE BEREAN
name on separate line

three blank lines between elements
SUN VALLEY, CALIFORNIA
MAY 2018
date on next line

---
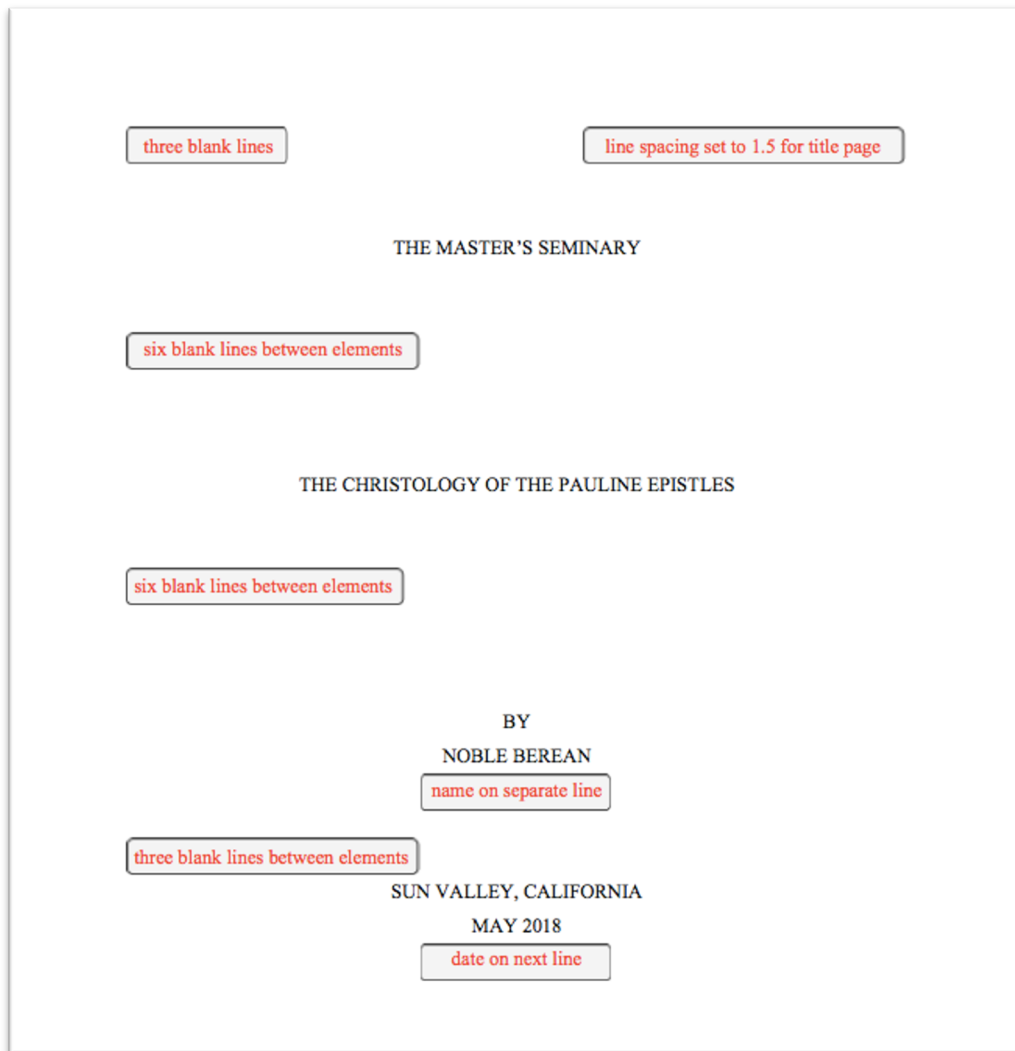
[1] See Appendix Three for additional formatting requirements for TMS theses and dissertations.

✓ Use 12-point Times New Roman font.
✓ Font style: all-caps (non-bold)
✓ 1.5 line spacing (NB: this is the only page in the document with 1.5 spacing)[2]
✓ Center all items.
✓ The title page must not have a page number.

The following items must be included in every title page of a TMS academic MDiv paper, in order:

✓ The seminary's name
✓ The title of the paper
✓ The name of the author
✓ The place and date of the paper's submission

See the previous sample MDiv title page and observe the various remarks, paying especial attention to the spacing between each element and the formatting requirements for the author's name, and place and date of submission. Please note that the title page formatting requirements for theses and dissertations differ from this example; see Appendix Four for more information.

## Table of Contents

Papers at the MDiv level may be required to contain a Table of Contents (called "CONTENTS") for specific writing assignments. It is to the advantage of both student and reader that a concise outline be presented up front.[3] When creating a Table of Contents, be sure to create an automatically updating table in your word processing software that will evenly display page numbers flush right, heading titles on the left, and a dotted line connecting both in the middle. Observe the following general requirements:

✓ All Table of Contents titles must use 12-point non-bold font.
✓ Heading titles must be left-aligned.
✓ Page numbers must be displayed flush right.
✓ A dotted line must connect each heading to its corresponding page.

Since the Table of Contents is front-matter content, it will bear a Roman numeral (bottom center), beginning with "i" to designate the page number from the numbering of the body text.

---

[2] NB: Line spacing in the Table of Contents varies along a scale from double-spacing for First-Level headings, to single spacing for fourth-level headings. See the example below.

[3] For the student, generating a Table of Contents is a useful composition tool, especially for assessing argument flow and balance throughout the writing process, and is thus strongly advised for any written work. A Table of Contents further permits a preliminary scan of the work to orient the reader to the major elements in the development of the topic's treatment. Consult the documentation for your word processor on how to generate an automatically updating Table of Contents.

See a sample Table of Contents below (with comments following):

CONTENTS

headline-style capitalization

two blank lines

numerals flush right

i

As usual, leave out any number from the title page, then begin pagination with i, ii, iii, etc. The first page of the text body must use Arabic numerals.[4] Use three heading levels in the

---

[4] Generally, in order to produce multiple pagination styles in a document, a page break must be inserted at the point where a change in number format is desired.

Table of Contents, corresponding to the three heading levels in TMS academic papers. Each is formatted differently in terms of indentation and spacing:

- ✓ Level one (TOC 1): Flush left, double spacing (2.0)
- ✓ Level two (TOC 2): Indent 0.5", half spacing (1.5)
- ✓ Level three (TOC 3): Indent 1", single spacing (1.0)

NB: Although the bibliography employs a Title-Level heading ("BIBLIOGRAPHY"), treat it as a Level-One heading for the purposes of the Table of Contents in MDiv papers. The Table of Contents for the Style Guide represents the appropriate formatting for theses and dissertations.

## Text Body

The text body contains the bulk of the content of an academic paper. It must be double-spaced throughout, except for lists and block quotations. Observe the following style guidelines:

- ✓ Use Times New Roman 12-point font throughout (including all page numbers).
- ✓ Left-align the text (except for block Hebrew quotations).
- ✓ Do not justify the text block.
- ✓ The document must be formatted with 1" margins on all four sides for MDiv papers (NB: the left margin for theses and dissertations must be 1.5", as specified in Appendix Three).
- ✓ Indent the first line of new paragraphs that are longer than a single line 0.5" from the left margin.
- ✓ The first page of the text body must contain a page number ("1") in the lower footer with center justification.
- ✓ Every subsequent page must contain a page number placed in the upper header with right justification.

Two other types of elements also require the additional 0.5" indentation: lists and block quotations. Both of these must also be single-spaced, in contrast to the text body. See the following two sections for further details.[5]

### Headings

When writing an academic paper, observe the plan for four levels of headings. Please note that the Title Level is primarily employed for chapter headings in theses and dissertations (as demonstrated in the chapter divisions of this *Style Guide*); as such, MDiv papers begin the text body with a Level One heading. Section headings are to be formatted as follows:

---

[5] It is a good practice to create a separate style for all lists and block quotations (in addition to section headings) in your document in order to preserve formatting in case of accidental changes to the text body and to facilitate ease of composition. Follow the instructions in your word processing software to create personal styles.

- ✓ Title Level: centered, all caps ("TITLE")
- ✓ Level One: centered, headline-style capitalization, boldface ("**Title**")
- ✓ Level Two: centered, headline-style capitalization, non-boldface ("Title")
- ✓ Level Three: flush left, headline-style capitalization, italic type ("*Title*")

NB: Although MDiv research papers do not make use of chapters, *all* TMS submissions employ Title Level formatting for the following headings: Table of Contents ("CONTENTS"), Appendices (e.g., "APPENDIX ONE"), and Bibliography ("BIBLIOGRAPHY").

Observe the following additional guidelines:

- ✓ Title Level headings are separated from the text body that *follows* by two single-spaced blank lines.[6]
- ✓ All other headings must be separated from the text body that *follows* by one single-spaced blank line.
- ✓ All headings must be separated from the text body that *precedes* by two single-spaced blank line.[7] NB: Any heading at the top of the page should begin at the margin instead.
- ✓ The first paragraph immediately following a heading must be indented.
- ✓ There must be at least a minimal amount of content between headings (e.g., do not leave a higher-level heading without any content).
- ✓ Never allow a heading to appear as the last element in a page; it is an example of poor writing style.[8]

<div align="center">Lists[9]</div>

- ✓ You may use bullets or numerals (consult professor).
- ✓ Indent bullets or numerals by 0.25" from the left margin.
- ✓ Indent the text by 0.5" from the left margin.
- ✓ Use single spacing.
- ✓ Items within a list that are complete sentences and include a predicate must end with a period.

---

[6] Make sure the paragraph formatting in your word processor does not automatically include extra spacing before or after the paragraph.

[7] It is best to format a separate heading style in your word processor that automatically includes the desired spacing (in this case 12 points prior to the heading), instead of manually adding extra spaces (e.g., in Microsoft Word this may be accessed under the Paragraph menu).

[8] If using Microsoft Word, you can automatically prevent "orphan" headings from occurring in your document by doing the following: select and highlight your heading, then go to "Format" > "Paragraph" > "Line and Page Breaks," and select "Keep with next." Make sure to scan each page of a writing assignment before submitting, as the editing process can often lead to unforeseen formatting issues.

[9] The use of any lists for content is solely at your professor's discretion.

Below is a sample list of correctly formatted bullets with the proper indentation:

- Item one
- Item two
- Item three

## Block Quotations

The responsible student will support his argument with a mixture of citations and quotations.[10] Block quotations are lengthy quotations of at least five lines or more.[11] If a quotation is five or more lines in length, it must be formatted as a single-spaced block quotation with an additional 0.5" indentation from the margins on both sides, left-justified only (unless a Hebrew quotation).[12] Any quotations that are shorter in length may not be formatted as block quotations. Observe the following rules:

- ✓ Use single spacing.
- ✓ Do not use any outside quotation marks with a block quotation.
- ✓ Internal quotation marks may be used (if they are present in the original quote).
- ✓ Do not use italics for the entire quotation.
- ✓ Individual words or phrases may be italicized internally, when appropriate.[13]
- ✓ Place the footnote reference for a block quotation after the last sentence.
- ✓ Do not add footnote references within the block quote.

Note the following sample block quotation of five lines with a footnote reference placed at the end (see next page):[14]

> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean laoreet posuere est, in consequat est imperdiet nec. Morbi vel orci mattis erat mattis vulputate vel nec eros. Sed at mauris tortor, nec ornare erat. Praesent felis velit, dapibus at

---

[10] Quotations are facsimiles recorded directly and completely from a source. Citations are references that summarize the ideas, concepts, and treatments of an author in the student's own words. For important guidelines concerning paraphrasing and the slippery slope of plagiarism, see Chapter Four of this *Style Guide*.

[11] For foreign language block quotes, consult your professor or advisor. There may be situations where an example or quotation of shorter length may require a block quotation format.

[12] NB: block quotations do not pertain to footnote entries. In general, be wary of lengthy quotations in footnotes, as the longer selection may signal the need for an appendix rather than a footnote entry.

[13] State "emphasis in original" whenever part of the original quotation is italicized (or bolded or underlined). State "emphasis added" whenever adding an emphasis not original to the author's work.

[14] Pay attention to the syntactic relationship between the block quotation and your immediately preceding clause. Sometimes punctuation (comma, colon, period) leading into a block quote is called for; other times it is not. Note the use of a colon in this example.

pretium non, congue sed ligula. Nam ac gravida nunc. Nam sapien lectus, pellentesque pharetra semper eu, rutrum nec neque.[15]

Please note the amount of spacing before and after the block quotation is equivalent to one single-spaced blank line, as in this example. Observe additionally that the first line of content following a block quotation is to be indented if it extends beyond one line of text (as if beginning a new paragraph). An exception is a single line of content, such as at the end of a section or between two block quotations. In this case, do not indent.

## Footnotes

Footnotes are an essential component of any academic writing, and as such must be used extensively in all TMS papers. They serve to support the text body with adequate source documentation, and provide additional content that advances the argumentation pursued in a paper. This section will first give an overview of the types of footnotes and their functions, then consider various formatting aspects.

### Categories of Footnotes

In academic writing there are two uses of footnotes which appropriately support and significantly advance the argument, both of which are required in student papers.

#### Content Footnotes

The most important use of footnotes is to provide a bibliographic reference for *any* direct quotations, allusions, or other ideas that originate from an outside source. Content footnotes provide such supplemental and referential material. A content footnote serves to declutter the text body while offering insightful data, comments, and bibliographic trails for the reader's further investigation. It is better to provide too much documentation rather than too little—if in doubt, include a reference.

#### Critical Footnotes

Another important use for footnotes is to provide additional information that deepens the level of critical engagement with scholarship on the topic at hand. Critical footnotes are essential to proper argumentation in academic writing. This type of footnote is ideal for offering personal critique of a source's argument or method, and for detailing essential counterarguments with sources and specific data. Thus, while a content footnote might in some cases act as a "report," a critical footnote will act more like "review." For further discussion on footnote content, see the section "Persuasion" in Chapter Four.

---

[15] All quotations (including block quotations) must include a bibliographic reference in a footnote. See the section on source citations for a comprehensive guide to correctly formatting your sources.

Formatting Footnotes

 Footnotes contain special elements which necessitate careful attention to particulars of overall format, source citation, and the use of internal quotations. The following chapter, titled "Source Citation," will discuss the proper method for citing sources in footnotes (and in the bibliography).

*Footnote Formatting*

 Observe the following general rules for footnotes:[16]

- ✓ All footnote numbers are superscript (in the text body and the footer).
- ✓ The footnote text, together with its number, is to be in Times New Roman 10-point font with single spacing.
- ✓ Indent first line of all footnotes by 0.5" from the left margin.
- ✓ Separate footnotes from each other with a double space.
- ✓ When including multiple paragraphs in a footnote, indent as usual.

*Footnote Page Range*

 Typically, a page number or page range is required for a footnote reference.[17] This serves to give the exact location to readers where your source's information is located. Occasionally, you may wish to cite a work as a complete whole in passing. In such cases, you may omit a page range. However, NB: a repeated (shortened) citation must contain a page range, as indicative of your closer interaction with specific portions of the source. See chapter three for a guide to properly formatting number ranges.

 When citing the footnote of a source, attach the footnote reference to the page number as in these abbreviated entries: Heller, *Narrative Structure*, 5n15; *IBHS*, 440n18.

*Quotations and Sources in Footnotes*

 Frequently, quotations must be given within a footnote, sometimes along with additional comments. For example, you may wish to provide a quotation in a footnote that may provide a supporting role to your argument. Observe the following guidelines (see next page):

- ✓ Per usual, use quotation marks (and internal quotation marks, as needed) to enclose the entire portion quoted.

---

[16] Note that all footnotes in this *Style Guide* are formatted according to TMS requirements.

[17] A work cited in a bibliography does not typically include a page range. The two major exceptions are journal articles and chapters, both of which require the citation of their entire respective page range.

✓ The source of the quotation should be provided next, as if a separate sentence. You do not need to enclose the source citation in parentheses. For example:

> 5 "The impact of philosophical pluralism on Western culture is incalculable." Carson, *The Gagging of God*, 52.

✓ You must include the author's name in the source citation, even if you have already introduced him or her prior to the quotation.
✓ You may include a source citation within a sentence, separated by a comma. For example:

> 17 Porter, *Verbal Aspect in the Greek of the New Testament*, 401, views the stative aspect as being removed from the actual process in New Testament Greek.

✓ In some cases, it may be preferable to insert the source citation in parentheses after the sentence. Note that publishing information is now enclosed in brackets. To direct your readers to a source, insert "see," or the like, prior to the citation:

> 11 It is well-known that Porter views the stative aspect as being removed from the actual process in New Testament Greek (see Stanley Porter, *Verbal Aspect in the Greek of the New Testament, with Reference to Tense and Mood*, Studies in Biblical Greek 1, 2nd ed. [New York: Peter Lang, 1993], 401).

## Appendices

You may include optional appendices in your paper, unless prohibited by your professor. Place them at the end of the text body and before the bibliography. The appendix must begin on a new page with a Title Level heading ("APPENDIX").[18] If your paper includes a Table of Contents, be sure to reference the appendix in it. If your work requires more than one appendix, number them, as done in this *Style Guide*.

## Bibliography

All TMS papers must include a complete bibliography that includes the sources cited in the footnotes. The bibliography must begin on a new page with its title in all-caps (title level). Separate the bibliography from the heading by two single spaces. If your paper requires

---

[18] Multiple appendices may have specific subtitles (beginning with Level One), as desired.

subsections, they are to be formatted as Level-One headings with bold font (e.g., "**Commentaries**"). Consult the sample bibliography for reference.[19]

<div style="border:1px solid #ccc; padding:1em;">

0.5" hanging indent    **BIBLIOGRAPHY**    double space between entries

Aasgard, R. "Brothers in Brackets? A Plea for Rethinking the Use of '[]' in NA/UBS." *Journal for the Study of the New Testament* 26, no. 3 (2004): 301–21.

Adams, E. *Constructing the World: A Study in Paul's Cosmological Language.* Edinburgh, UK: T&T Clark, 2000.

Allison Jr., D. C. *The Historical Christ and the Theological Jesus.* Cambridge, UK: Eerdmans, 2009.

Anderson, B. W. *The Living World of the Old Testament.* Harlow, UK: Longman, 1993.

Aune, D. *The Cultic Setting of Realised Eschatology in Early Christianity.* Leiden: Brill, 1972.

Barnett, P. *The Second Epistle to the Corinthians.* Grand Rapids: Eerdmans, 1997.

Bauckham, R. J. "The Worship of Jesus in Apocalyptic Christianity." *New Testament Studies* 27 (1981): 322–41.

———. *Jude, 2 Peter.* Waco, TX: Word, 1983.

———. *Jude and the Relatives of Jesus in the Early Church.* Edinburgh, UK: T&T Clark, 1990.

———. "The Worship of Jesus in Philippians 2:9–11." In *Where Christology Began: Essays on Philippians 2*, ed. R. P. Martin and B. J. Dodd, 128–39. Louisville, KY: Westminster John Knox, 1998.

Multiple works: 3-em-dash + period

</div>

Note the following general requirements pertaining to bibliographies:

- ✓ Entries must be alphabetized by the author's (or editor's) last name.[20]
- ✓ Multiple works by the same author are listed with a 3-em-dash (———).
- ✓ Each entry is to be single-spaced.
- ✓ Separate entries from each other with a double space.

---

[19] Bibliographic references taken from: Chris Tilling, *Paul's Divine Christology* (Grand Rapids: Eerdmans, 2015). For reasons of space, the image has been cropped and does not show the page number at the bottom.

[20] Bibliography source citation style differs from that of footnotes. See the next chapter for a detailed overview.

- ✓ Each entry must have a hanging indent (2nd line and following indented 0.5").
- ✓ Do not carry over entries to the following page.
- ✓ The page number of the first page must be located in the bottom header (centered), as if beginning a new section.

CHAPTER TWO

SOURCE CITATION

You must reference all works cited, alluded to, or otherwise employed. In addition to providing a separate bibliography with a complete list of sources, every time you interact with a source in the text body of your paper, a footnote reference must be provided for readers.

## Basic Format

Although your list of sources must be synchronized between the footnotes and the bibliography, each reference in the former will be formatted in different ways than its format in the latter. TMS carefully follows the Turabian conventions as described in the 8th edition of *A Manual for Writers.*

In general, both footnotes and the bibliography will supply bibliography information in the same order:

1. Name(s) of author(s) or editor(s)
2. Secondary title (chapter, journal article, or lexical item)
3. Main title
4. Series title (with volume number, as needed)
5. Editor and/or translator
6. Edition
7. Volume(s)
8. Publisher city
9. Publisher state or country (if needed)
10. Specific volume number and page range (for footnotes)

This is a general list of items; most sources will require less information. The basic overarching pattern for all full citations is author, followed by a title, followed by bibliographic information.

Footnotes vs. Bibliography

There are two primary differences between a footnote citation and its equivalent in a bibliography. Footnotes (hereafter, abbreviated N in examples) generally separate items with commas and they require a specific page range from the original source as a direct reference. Bibliographic entries, by contrast (hereafter, abbreviated B in examples), generally separate items with a period and do not include a page range reference. There are, of course, other differences, which will be made clear in the examples below.

Source Citation in Footnotes

Every time you use a source in your paper, a source citation that matches the information in your bibliography must be provided in a footnote. The first time a source is cited, a complete citation must be provided which includes the author's full name, the full title, and bibliographic information. Observe the figure below:
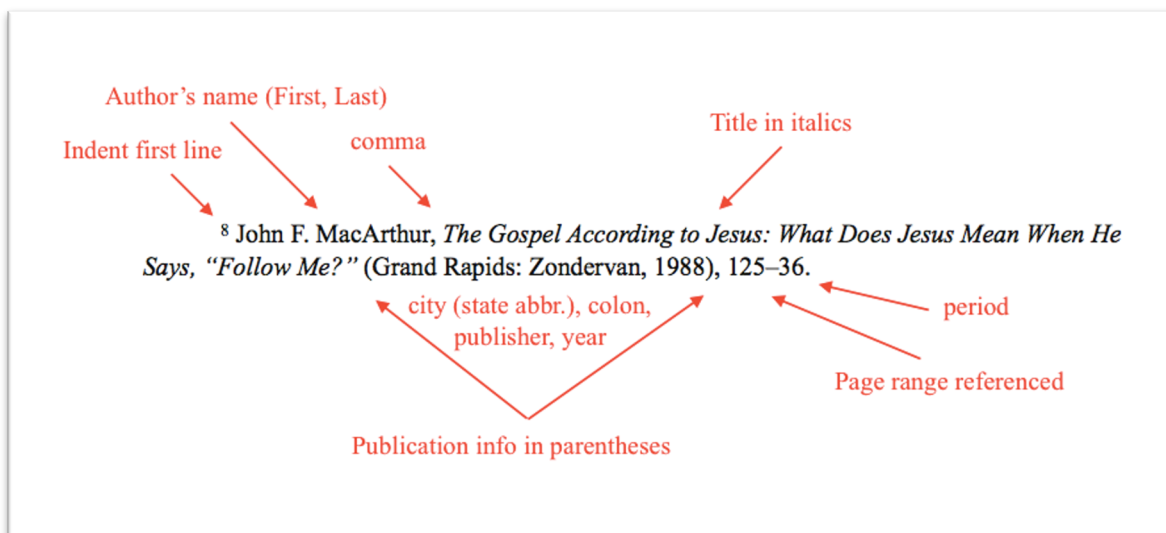


There are several items to note:

- ✓ The footnote must be indented in the first line (regardless of whether or not it contains a source citation).

- ✓ The author's complete name goes first and is listed in first name–last name order.
- ✓ Next, a comma separates the author's name from the title of his or her work.
- ✓ After this, the title of the author's work must be given in italics.
- ✓ If the book contains a subtitle, this must also be italicized and is generally separated from the main title by a colon (unless an em-dash is used on the copyright page of the book)
- ✓ Bibliographic information is next placed in parentheses; no period or comma is to follow the title of the work.
- ✓ The city where the publisher is based must first be listed, followed by a comma and the state abbreviation (if the city is lesser-known, especially in the publishing realm).[1]
- ✓ A colon next separates the name of the publisher from its geographic information.
- ✓ The publication year follows, separated by a comma.
- ✓ The specific page range cited is included outside the parentheses.
- ✓ NB: Parentheses are required even when citing the whole work rather than a page range.
- ✓ Be sure to use an en-dash (–) instead of a hyphen between all page, verse, and date spans.

---

[1] See list of state abbreviations in Appendix One.

## Repeated Source Citation in Footnotes

Every time you use a source again in a paper (after having first cited it), you must include a shortened bibliographic citation. Never reproduce all the information the second time. Only three elements are required in repeated references: the author's last name,[2] the main title of the work (leaving out the subtitle), and a specific page range:
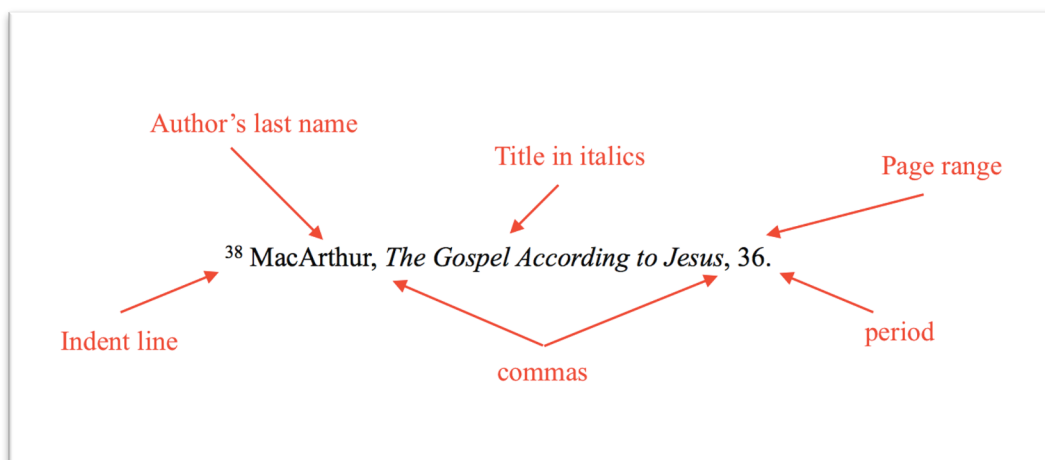


- ✓ Indent the first line, as required for every footnote.
- ✓ NB: Do *not* include any of the following: Author's first name, edition, volume, editor's name (if title has a separate author), series or journal title, publishing information, year.[3]
- ✓ Omit any subtitles if the work has them (the example above omits its subtitle).
- ✓ You may choose to further shorten a title; be consistent in the way you abbreviate it.
- ✓ A page range is required for all repeated footnote references.
- ✓ Note that examples of repeated citations in this document are labelled $N^2$.
- ✓ NB: Subsequent citations of a source that are adjacent to each other must further be abbreviated with "ibid." (see explanation and example below)

## Repeated, Adjacent Source Citation in Footnotes

Every time a source is cited two or more times without a different intervening citation, it must be abbreviated with "ibid." This is an abbreviation of the Latin word *ibidem* "in the same place." An optional page range must also be included if different from the previous citation. Observe the example on the next page:

---

[2] Even in the case that your paper only uses one work by an author, the last name is required in all repeat citations.

[3] An exception is the citation of a different chapter (with a different author) from an edited volume that you have previously referenced. List the name and title of the selection as you would for a first-time entry, but you may provide abbreviated information for the volume information, since it has previously been cited, which would include the editor's name and the shortened title of the volume. Subsequently, follow the standard abbreviated format, including only the chapter title.

> [1] John F. MacArthur, *The Gospel According to Jesus: What Does Jesus Mean When He Says, "Follow Me?"* (Grand Rapids: Zondervan, 1988), 57.
>
> [2] Ibid., 12.

✓ Remember that "ibid." is an abbreviation that requires a period after it.
✓ Capitalize "ibid." at the top of a footnote entry but not within the entry as part of a sentence (such as "See ibid.," or within parentheses).
✓ If including a page range, separate "ibid." from page numbers with a comma.
✓ "Ibid." can be used both across and within footnotes.
✓ Avoid the use of "ibid." if its footnote falls on a new page.

<div align="center">Source Citation in a Bibliography</div>

Synchronize the source information given in the footnotes with the bibliography at the end of your document. Bibliographic entries differ in key ways from the footnote format. Observe the figure below:
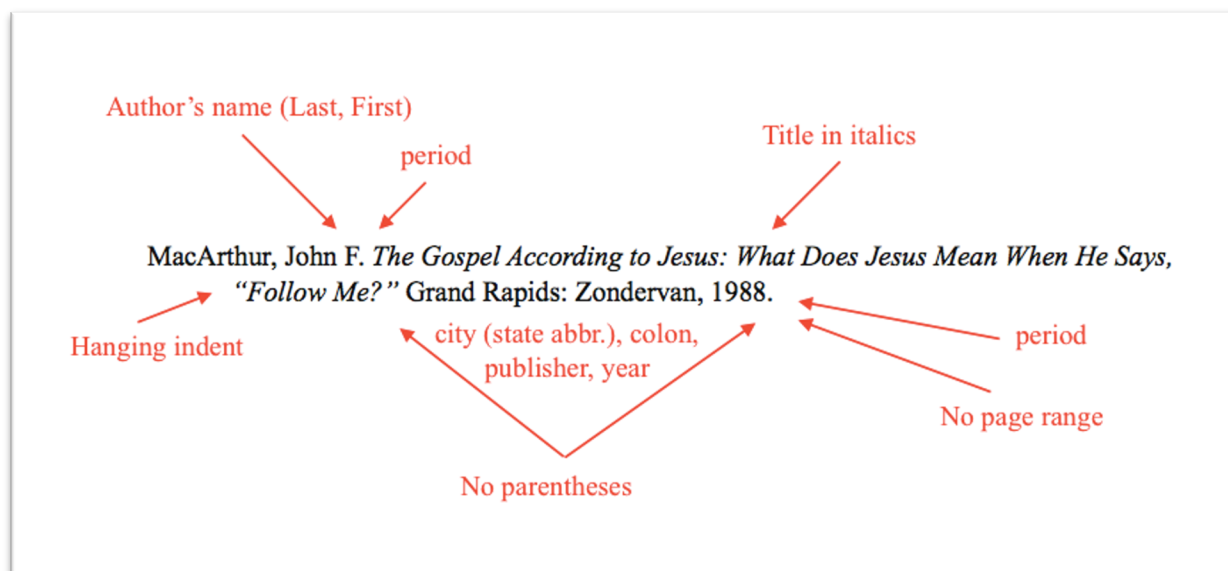


✓ The bibliographic entry must have a hanging indent (the second and subsequent lines are indented).
✓ The author's complete name goes first and is listed in last name–first name order.
✓ A period separates the author's name from the title of his or her work.
✓ After this, the title of the author's work must be given in italics.
✓ Bibliographic information is next placed without the use of parentheses (in contrast to footnotes), separated by a period.

✓ The city where the publisher is based must first be listed, followed by a comma and the state abbreviation (if the city is lesser known, especially in the publishing realm).[4]
✓ A colon next separates the name of the publisher from its geographic information.
✓ The publication year follows, separated by a comma.
✓ No page range is included in a bibliography.[5]

## Source Citation: Specific Elements

The previous section provided an overview of the basics in source citation. Specific examples and elements are now discussed in detail below. Each section will deal with the particular elements in footnotes and the bibliography in the order they are to appear, e.g. since the name of the author or authors is the first element to appear in either a footnote or bibliography, it will be the first element treated below.

### Name of Author(s) or Editor(s)

When citing an author's name, use the regular order for footnotes (first name, followed by last name), and the inverse order for the bibliography (last name, followed by a comma, followed by the first name). Give the full name, including initials:[6]

**N**: [6] John F. MacArthur, *Strange Fire: The Danger of Offending the Holy Spirit with Counterfeit Worship* (Nashville: Nelson, 2013), 47–58.

**N²**: [12] MacArthur, *Strange Fire*, 61–62.

**B**: MacArthur, John F. *Strange Fire: The Danger of Offending the Holy Spirit with Counterfeit Worship.* Nashville: Nelson, 2013.

Observe the following points:

✓ When in inverse order, the initial(s) of an author's name go after the first name.
✓ Cite an author by initials if more popularly identified this way: e.g., J. I. Packer.
✓ If an author has a title, omit a comma: e.g., Walter Kaiser Jr.

---

[4] For guidelines, see suggested list of well-known publishing cities on p. 26.

[5] Journal articles, cited chapters, dictionary and lexicon entries are notable exceptions to this rule. See below for details.

[6] Henceforth, relevant portions of sample source citations will be highlighted in red.

*Two Authors*

---

**N**:        12 Karen H. Jobes and Moisés Silva, *Invitation to the Septuagint* (Grand Rapids: Baker Academic, 2000), 65–82.

**N²**:        16 Jobes and Silva, *Invitation to the Septuagint*, 69–70.

**B**:    Jobes, Karen H., and Moisés Silva. *Invitation to the Septuagint.* Grand Rapids: Baker Academic, 2000.

---

✓ NB: There is no comma after the first author's name in a footnote.
✓ Only the first author's name is inverted in a bibliographic entry with multiple authors.

*Three Authors*

---

**N**:        3 Mark Ashton, R. Kent Hughes, and Timothy Keller, *Worship by the Book*, ed. D. A. Carson (Grand Rapids: Zondervan, 2002), 15–16.

**N²**:        9 Ashton, Hughes, and Keller, *Worship by the Book*, 27–36.

**B**:    Ashton, Mark, R. Kent Hughes, and Timothy Keller. *Worship by the Book.* Edited by D. A. Carson. Grand Rapids: Zondervan, 2002.

---

*More than Three Authors*

---

**N**:        10 Linda L. Belleville et al., *Two Views on Women in Ministry*, ed. James R. Beck, 2nd ed. (Grand Rapids: Zondervan, 2005), 38–68.

**N²**:        16 Belleville et al., *Two Views on Women in Ministry*, 4–29.

**B**:    Belleville, Linda L., Craig L. Blomberg, Craig S. Keener, and Thomas R. Schreiner. *Two Views on Women in Ministry*. Edited by James R. Beck. 2nd ed. Grand Rapids: Zondervan, 2005.

---

✓ The abbreviation *et al.* is a Latin phrase that means "and others" (*et alii*).
✓ Do not separate the first author's name from "et al." with a comma.
✓ List all contributors in the bibliography. If the total number of contributors is very large, you may choose to only list the general editors.

*Editor(s) Instead of Author*

When a particular work does not have a single author (such as an edited volume), list the name(s) of any editors in its place.[7] In the example below, notice that "ed." is an abbreviation for "editor."

| | |
|---|---|
| **N**: | [47] Charles B. Chavel, ed., *Ramban (Nachmanides) Commentary on the Torah: Exodus* (New York: Shilo, 1973), 192. |
| **N²**: | [47] Chavel, *Exodus*, 192. |
| **B**: | Chavel, Charles B., ed. *Ramban (Nachmanides) Commentary on the Torah: Exodus*. New York: Shilo, 1973. |

When multiple editors are responsible for a volume, follow the same rules as for authors' names. Use "eds." to indicate multiple editors:

| | |
|---|---|
| **N**: | [17] G. K. Beale and D. A. Carson, eds., *Commentary on the New Testament Use of the Old Testament* (Grand Rapids: Baker Academic, 2007), 843–56. |
| **N²**: | [21] Beale and Carson, *Commentary on the New Testament Use of the Old Testament*, 126–36. |
| **B**: | Beale, G. K., and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007. |

Secondary Title (Chapter, Journal Article, or Lexical Entry)

The citation of a chapter, journal article, or a lexical entry (such as from a lexicon, dictionary, encyclopedia, etc.) is a special type of reference that identifies a work as a portion from a larger whole. A chapter, for example, may be written by an author as part of a larger edited work that is the product of multiple authors. Similarly, an individual article in a journal is usually written by an author as part of a collection of works periodically published by several authors. These types of citations therefore call for two titles.

---

[7] For works with both an author and an editor, see section "Editor or Translator" below.

*Chapter Title*

> **N**:         [6] R. Albert Mohler, "When the Bible Speaks, God Speaks: The Classic Doctrine of Biblical Inerrancy," in *Five Views on Biblical Inerrancy*, ed. J. Merrick and Stephen M. Garrett (Grand Rapids: Zondervan, 2013), 45.
>
> **N²**:         [16] Mohler, "When the Bible Speaks, God Speaks," 48.
>
> **B**:         Mohler, R. Albert. "When the Bible Speaks, God Speaks: The Classic Doctrine of Biblical Inerrancy." In *Five Views on Biblical Inerrancy*, edited by J. Merrick and Stephen M. Garrett, 29–58. Grand Rapids: Zondervan, 2013.

- ✓ Chapter titles are enclosed in quotation marks.
- ✓ Place comma or period inside of final quotation mark.
- ✓ Chapter titles are separated from the main title by "in" (bibliography: "In").
- ✓ A specific page range referenced from the chapter is placed at the end in a footnote.
- ✓ The entire chapter's page range is placed before publishing info in a bibliography.
- ✓ NB: commas separate main title, editor(s) and page range in bibliography.

*Journal Article Title*

Academic papers will often require interaction with scholarly journals. As with a chapter title, journal article titles are enclosed in quotation marks. For the purposes of MDiv papers, journal titles must be spelled out in full:[8]

> **N**:         [24] Abner Chou, "A Hermeneutical Evaluation of the Christocentric Hermeneutic," *The Master's Seminary Journal* 27, no. 2 (Fall 2016): 119–21.
>
> **N²**:         [29] Chou, "A Hermeneutical Evaluation of the Christocentric Hermeneutic," 120–23.
>
> **B**:         Chou, Abner. "A Hermeneutical Evaluation of the Christocentric Hermeneutic." *The Master's Seminary Journal* 27, no. 2 (Fall 2016): 113–39.

---

[8] TMS theses and dissertations make use of a standard list of abbreviations. Consult *The SBL Handbook of Style*, 2nd ed. for further information.

*Title of Lexical Entry*

---

**N:**  [24] W. Grundmann, "ἰσχύω," *Theological Dictionary of the New Testament*, ed. Gerhard Kittel, trans. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1965), 3:397–98.

**N²:**  [29] Grundmann, "ἰσχύω," *Theological Dictionary of the New Testament*, 3:397–98.

**B:**  Grundmann, W. "ἰσχύω." *Theological Dictionary of the New Testament*. Vol. 3, edited by Gerhard Kittel, translated by Geoffrey W. Bromiley, 397–402. Grand Rapids: Eerdmans, 1965.

---

- ✓ NB: Lexicons, dictionaries and other single-author (or editor) sources do not often contain an author's name, but when they can be found, cite them.
- ✓ NB: The footnote page range in the above example governs the pages directly referenced, while the bibliography includes the full page range of the lexical entry.
- ✓ NB: Certain well-known grammars and lexicons will use an abbreviated format, e.g.:
  [5] "ἔλεος," BDAG, 316.
  (See Appendix One for a list of abbreviations and formatting instructions.)

## Main Title (Edited Volume, Journal, or Reference Work)

Since chapters, journal articles, and lexical entries are parts of larger works, they require a main title, which follows the secondary title (in quotation marks) and is usually in italics.

*Title of Edited Volume*

The title of a chapter is separated from the title of its edited volume by an intervening preposition "in." The edited volume is to be given in italics:

---

**N:**  [12] Michael J. Kruger, "Inerrancy, Canonicity, Preservation, and Textual Criticism," in *The Inerrant Word: Biblical, Historical, Theological, and Pastoral Perspectives*, ed. John F. MacArthur (Wheaton, IL: Crossway, 2016), 307–8.

**N²:**  [34] Kruger, "Inerrancy, Canonicity, Preservation, and Textual Criticism," 307–9.

**B:**  Kruger, Michael J. "Inerrancy, Canonicity, Preservation, and Textual Criticism." In *The Inerrant Word: Biblical, Historical, Theological, and Pastoral Perspectives*, edited by John F. MacArthur, 304–16. Wheaton, IL: Crossway, 2016.

---

- ✓ "in/In" is never italicized.
- ✓ A specific page range from the chapter is placed at the end in a footnote.
- ✓ The entire chapter's page range is placed before publishing info in a bibliography.

✓ NB: commas separate main title, editor(s) and/or translator, and page range in bibliography.

*Title of Periodical*

As noted above, for the purposes of MDiv papers, journal titles are to be spelled out in full. In contrast to edited volumes, there is no "in/In" separating a journal article title and the title of the periodical:

---

**N**:  [2] Daniel B. Wallace, "Sharp's Rule Revisited: A Response to Stanley Porter," *Journal of the Evangelical Theological Society* 56, no. 1 (2013): 79–81.

**N²**:  [7] Wallace, "Sharp's Rule Revisited," 81.

**B**:  Wallace, Daniel B. "Sharp's Rule Revisited: A Response to Stanley Porter." *Journal of the Evangelical Theological Society* 56, no. 1 (2013): 79–91.

---

✓ The journal title is followed immediately by the volume and issue number.
✓ Do not use "vol."
✓ Separate volume number and issue number ("no.") with a comma.
✓ Enclose publication date (not publishing info) in parentheses, following each journal's conventions, e.g., (Fall 2003), (October 2003), (2003).
✓ NB: colon precedes cited page range (footnote); article page range (bibliography).
✓ NB: The bibliography must cite the entire page range of the article.

*Title of Reference Work*

---

**N**:  [16] A. C. Thieselton, "1 Corinthians," *New Dictionary of Biblical Theology*, ed. T. Desmond Alexander and Brian S. Rosner (Downers Grove, IL: InterVarsity Press, 1965), 302.

**N²**:  [20] Thieselton, "1 Corinthians," 302.

**B**:  Thieselton, A. C. "1 Corinthians." *New Dictionary of Biblical Theology*, edited by T. Desmond Alexander and Brian S. Rosner, 297–306. Downers Grove, IL: InterVarsity Press, 1965.

---

✓ NB: As with a chapter in an edited volume, items after the title (or volume number) of a reference work in a bibliographic entry are separated by commas until the page range (i.e., title, editor(s), page range).
✓ NB: Certain well-known grammars and lexicons will use an abbreviated format.
See Appendix One for a list of abbreviations and formatting instructions.

Series Title

Academic works will frequently appear as part of a larger series. A series may be distinguished from a multivolume set in the following manner: an individual title in a series is more or less self-standing as a work, while a volume in a multivolume set is closely connected with the other volumes in the set. An individual biblical commentary, for example, often appears as a single volume in a larger set. For such references, the series title is spelled out in MDiv papers, while theses and dissertations make use of standard abbreviations.[9]

*Commentary*

A particular subset of the series category is a commentary set (usually biblical):

**N:**       [7] Gerald F. Hawthorne and Ralph P. Martin, *Philippians*, Word Biblical Commentary 43, rev. ed. (Grand Rapids: Zondervan, 2015), 67–68.

**N²:**       [14] Hawthorne and Martin, *Philippians*, 67–70.

**B:**    Hawthorne, Gerald F., and Ralph P. Martin. *Philippians*. Word Biblical Commentary 43. Rev. ed. Grand Rapids: Zondervan, 2015.

- ✓ Omit the article from a commentary title and place the volume number immediately after (without "vol.").
- ✓ NB: A title will not always have an assigned volume number.
- ✓ A multivolume work must be distinguished from a series (see section "Volumes" below).[10]

*Academic Series*

**N:**       [5] Cynthia Miller-Naudé and Ziony Zevit, eds., *Diachrony in Biblical Hebrew*, Linguistic Studies in Ancient West Semitic 8 (Winona Lake, IN: Eisenbrauns, 2012), 64–81.

**N²:**       [8] Miller-Naudé and Zevit, *Diachrony in Biblical Hebrew*, 83.

**B:**    Miller-Naudé, Cynthia, and Ziony Zevit, eds. *Diachrony in Biblical Hebrew*. Linguistic Studies in Ancient West Semitic 8. Winona Lake, IN: Eisenbrauns, 2012.

---

[9] As with periodicals, consult a list of common commentary and series abbreviations in *The SBL Handbook of Style*, 2nd ed.

[10] A work that is part of a series can stand on its own, whereas a multivolume set is a single, unified work.

✓ The format for an academic series is identical to that of a commentary.
✓ Commentaries and academic series generally do not require the listing of an editor.

## Editor or Translator

An editor is usually responsible for collecting and organizing the content and work of another author or authors. Similarily, a translator does not produce original content but translates the work of another author from one language into another.[11] If a published work has both an author and an editor (an/or a translator), the editor's name must follow the title of the work:

---

**N**:          [3] Megan K. DeFranza et al., *Two Views on Homosexuality, the Bible, and the Church*, ed. Preston Sprinkle (Grand Rapids: Zondervan, 2016), 37–45.

**N²**:          [24] DeFranza et al., *Two Views on Homosexuality, the Bible, and the Church*, 41–45.

**B**:     DeFranza, Megan K., Wesley Hill, Stephen R. Holmes, and William Loader. *Two Views on Homosexuality, the Bible, and the Church*. Edited by Preston Sprinkle. Grand Rapids: Zondervan, 2016.

---

✓ NB: The abbrevation "ed." stands for "edited" (unlike the ed./eds. used preceding a title). Therefore, do not write "eds."
✓ Bibliographic entry does not abbreviate "Edited by."
✓ Do not invert the name of the editor in a bibliography.

## Edition

When the specific work that you cite has gone through a revision or a subsequent edition, indicate this in the citation. However, be sure to only cite the edition that your work references. Observe the following rules:

---

**N**:          [8] John Piper, *Desiring God: Meditations of a Christian Hedonist*, 3rd ed. (Colorado Springs, CO: Multnomah Books, 2003), 31–37.

**N²**:          [24] Piper, *Desiring God*, 57–60.

**B**:     Piper, John. *Desiring God: Meditations of a Christian Hedonist*. 3rd ed. Colorado Springs, CO: Multnomah Books, 2003.

---

[11] If a work cited lacks an author, the name of the editor or editors is cited instead in the place where the author's name is normally positioned, i.e., at the beginning of a reference. See section "Name of Author(s) or Editor(s)" above for more information. Occasionally, neither an author or editor is included in the bibliographic information. In such cases, use the name of the organization in place of an author or editor's name.

- ✓ Abbreviated ordinal numbers must be used, e.g. 2nd, 3rd, 4th, etc.
- ✓ Never indicate the first edition, as this should be assumed by its absence.
- ✓ Do not use superscripts (2$^{nd}$, 3$^{rd}$, 4$^{th}$, etc.).
- ✓ Use "ed." following the ordinal number, e.g. 3rd ed.
- ✓ A period does not follow the abbreviated ordinal number.
- ✓ A significantly revised edition may be indicated with "rev. ed."[12]
- ✓ If also including an editor's name, place edition number after.

<div align="center">Volumes</div>

Multivolume works occur in one of two primary formats. In one type, each volume is individually titled within an entire set that is also given a title. In the other type, however, only the set is titled, while the individual volumes are assigned numbers. The following two subsections deal with each type.

*Titled Volume*

A multivolume work may have individually titled volumes. Use the following format:[13]

**N:**      [2] Herman Bavinck, *Reformed Dogmatics*, vol. 2, *God and Creation*, ed. John Bolt, trans. John Vriend (Grand Rapids: Baker Academic, 2004), 57.

**N²:**      [15] Bavinck, *God and Creation*, 78.

**B:**      Bavinck, Herman. *Reformed Dogmatics*. Vol. 2, *God and Creation*. Edited by John Bolt. Translated by John Vriend. Grand Rapids: Baker Academic, 2004.

- ✓ A volume number always separates the title of the entire set from the specific volume title.
- ✓ Always abbreviate "volume."
- ✓ Use a comma and lower case "vol." with footnotes; period and capitalized "Vol." with a bibliography.
- ✓ NB: In a bibliography, separate the volume number from the title of the set with a comma.

---

[12] For example, the example below (*Desiring God*) was published as a revised edition in 2011 by Multnomah Books. Occasionally, other descriptions of the specific edition may be encountered (e.g., "updated edition," "revised and expanded edition," etc.). Reproduce this wording in your source citation (being sure to abbreviate ordinal numbers and "ed.").

[13] Occasionally, the subtitle of an individually titled volume may also contain a volume number (e.g., "Volume 2"). You may omit this.

*Numbered Volume*

If a multivolume set does not contain individually titled volumes, used the following format:

**N:**         [5] Jonathan Edwards, *The Works of Jonathan Edwards*, ed. Patrick H. Alexander, rev. ed. (Peabody, MA: Hendrickson Publishers, 1998), 2:87–89.

**N²:**         [7] Edwards, *The Works of Jonathan Edwards*, 1:34.

**B:**         Edwards, Jonathan. *The Works of Jonathan Edwards*. Vol. 2. Edited by Patrick H. Alexander. Rev. ed. Peabody, MA: Hendrickson Publishers, 1998.

**B:**         Edwards, Jonathan. *The Works of Jonathan Edwards*. 2 vols. Edited by Patrick H. Alexander. Rev. ed. Peabody, MA: Hendrickson Publishers, 1998.

- ✓ The specific volume cited in a footnote is referenced at the end, prior to the page range.
- ✓ NB: A colon must separate the page range from the volume number without any intervening spaces.
- ✓ Always include the volume number in repeated footnotes.
- ✓ A bibliography may either reference a specific volume or the entire set.
- ✓ Use "vols." as an abbreviation for "volumes."

Publishing Information

The first citation of a source in a footnote must include publishing information. Three elements (at a minimum) are required: the publisher's city, the publisher's name, and the year of publication.

**N:**         [5] John Sailhamer, *The Meaning of the Pentateuch: Revelation, Composition, and Interpretation* (Downers Grove, IL: IVP Academic, 2010), 15–16.

**N²:**         [8] Sailhamer, *The Meaning of the Pentateuch*, 93.

**B:**         Sailhamer, John. *The Meaning of the Pentateuch: Revelation, Composition, and Interpretation.* Downers Grove, IL: IVP Academic, 2010.

- ✓ All publishing information must be placed in parentheses for footnotes.
- ✓ Publishing information must be preceded by a period (instead of a parenthesis) in the bibliography.
- ✓ Only give one publishing city in a footnote or bibliography; prefer the city in the country in which you reside at the time of submitting your writing assignment (e.g., USA vs. UK).

✓ Separate geographic information from the publisher name with a colon.

*City (and State)*

✓ The state or country identification is to be omitted for the following well-known cities: Amsterdam, Baltimore, Beijing, Berlin, Boston, Cambridge, Chicago, Edinburgh, Jerusalem, London, Los Angeles, Milan, Moscow, Minneapolis, Nairobi, Nashville, New York, Oxford, Paris, Philadelphia, Rome, San Francisco, Seoul, Shanghai, Stockholm, Sydney, Tokyo, Toronto.
✓ NB: Do not include a state abbreviation (MI) for Grand Rapids as it is a well-known publishing center (in the secular world and for Christian fields of study).
✓ Wheaton, IL and Downers Grove, IL are well-known cities with evangelical publishing, but not as widely known in the secular world. They should include a state abbreviation.
✓ If the publisher is located in a foreign city lesser known in the publishing world, include the unabbreviated country name: e.g., Ross-shire, UK.
✓ Separate the publishing city from the state with a comma.

*Publisher Name*

In general, abbreviate the name of the publisher, omitting extras such as "Pub.," "Co.," or "Ltd." Initials for names are also generally omitted (such as "Wm. B." before "Eerdmans"). For university publishers, give the name of the university, followed by "Press" (e.g., "Oxford University Press," but "University of Chicago Press"). Always use the ampersand symbol (&) in place of "and." Consult *The SBL Handbook of Style*, 2nd ed., for a complete list of standard abbreviations. Use the following abbreviations for common publishers:

✓ "Baker" (for Baker Academic, Baker Book House, and Baker Books)
✓ "Brill" (for E. J. Brill)
✓ "Eerdmans" (for William B. Eerdmans Publishing Company)
✓ "InterVarsity Press" (keeping intact InterVarsity Press)
✓ "IVP Academic" (for InterVarsity Press Academic)
✓ "Moody" (for Moody Press)
✓ "P&R" (for P&R Publishing)
✓ "B&H" (for Broadman & Holman Publishing Group)
✓ "B&H Academic (keeping intact B&H Academic)
✓ "Zondervan" (Zondervan Publishing House)

*Reprint*

In some cases, you may need to provide additional information about a source that has been reprinted. A typical example is a classic work that has been recently reprinted, such as a Puritan monograph. Use the following template:

**N:**        [12] John Bunyan, *The Pilgrim's Progress* (1895; repr., Edinburgh: Banner of Truth Trust, 1977), 29–43.

**N²:**        [18] Bunyan, *The Pilgrim's Progress*, 105.

**B:**        Bunyan, John. *The Pilgrim's Progress*. 1895. Reprint, Edinburgh: Banner of Truth Trust, 1977.

✓ Note that although the original publication date of *The Pilgrim's Progress* is 1676, this particular edition by *The Banner of Truth* is based directly on the one produced by John C. Nimmo in 1895.
✓ Only the original publication year is required; leave out additional information (city, etc.).
✓ Separate the original publication year from "repr.," with a semi-colon in footnotes; use a period and "Reprint," for the bibliography.

<div align="center">Electronic Source Information</div>

Scholarly website resources are becoming more prevalent in the academic field, hence it is likely that your paper will make use of work that is published or accessed online. Additionally, it is often useful and necessary to interact with less formal online resources, such as web logs (blogs) and other articles available exclusively online. Two types of citations (electronic journal and website article) will be shown below, both containing a URL and access date.

*Electronic Journal*

**N:**        [6] Anneli Aejmelaeus, "What Happened to the Text in Jer 25:1–7?," *TC: A Journal of Textual Criticism* 22 (2017): 2, accessed November 23, 2017, http://rosetta.reltech.org/TC/v22/TC-2017-Aejmelaeus.pdf.

**N²:**        [9] Aejmelaeus, "What Happened to the Text in Jer 25:1–7?," 230.

**B:**        Aejmelaeus, Anneli. "What Happened to the Text in Jer 25:1–7?" *TC: A Journal of Textual Criticism* 22 (2017): 1–10. Accessed November 23, 2017. http://rosetta.reltech.org/TC/v22/TC-2017-Aejmelaeus.pdf.

✓ Electronic journals must have an access date and a URL.
✓ Both elements are the final section of a citation, going after the page range.[14]
✓ The access date goes before the URL following the format above.
✓ The URL must not be a hyperlink.

---

[14] Recall that a page range must be included in both the footnote and the bibliography for a journal article. Cite the entire page range of the article in the bibliography and a more specific range in a footnote.

&#10003; Per usual, elements are separated from each other with commas in footnotes and periods in the bibliography.

*Website Article*

| | |
|---|---|
| **N**: | [12] Tim Challies, "What We Lost When We Lost Our Hymnals," *Challies*, March 29, 2017, accessed April 23, 2017, https://www.challies.com/articles/what-we-lost-when-we-lost-hymnals. |
| **N²**: | [15] Challies, "What We Lost When We Lost Our Hymnals." |
| **B**: | Challies, Tim. "What We Lost When We Lost Our Hymnals." *Challies*. March 29, 2017. Accessed April 23, 2017. https://www.challies.com/articles/what-we-lost-when-we-lost-hymnals. |

&#10003; The website article may be preceded by an author's name, if known.
&#10003; Give the website name following the article title.
&#10003; NB: Only website blog names are italicized (as above).
&#10003; Include a publication date immediately after the website name.
 The final two elements (access date and URL) in website article citations are identical to those of electronic journal articles.

Miscellaneous Citations

While it is essential to cite theses and dissertations in academic research, in some instances it will be opportune to cite non-standard works, such as unpublished course notes, sermons or speeches, and interviews you have conducted. Note the following:

&#10003; For theses and dissertations, conferred degrees do not use punctuation (e.g. PhD or ThM).
&#10003; For course notes, be judicious—prefer guest lectures to course notes, as course notes are usually more reductive than the primary sources from which they are derived.
&#10003; Interviews may also include personal communication such as emails or conversations for which you have permission to paraphrase or directly quote.

*Dissertation*

| | |
|---|---|
| **N**: | [14] Raymond C. Hundley, "Towards an Evangelical Theology of Contextualization" (PhD diss., Trinity Evangelical Divinity School, 1993), 6. |
| **N²**: | [19] Hundley, "Towards an Evangelical Theology of Contextualization," 35. |
| **B**: | Hundley, Raymond C. "Towards an Evangelical Theology of Contextualization." PhD diss., Trinity Evangelical Divinity School, 1993. |

*Thesis*

> **N**:          [19] Marc Cortez, "Models, Metaphors, and Multivalent Contextualizations: Religious Language and the Nature of Contextual Theology" (ThM thesis, Western Seminary, 2004).
>
> **N²**:         [35] Cortez, "Models, Metaphors, and Multivalent Contextualizations," 64.
>
> **B**:     Cortez, Marc. "Models, Metaphors, and Multivalent Contextualizations: Religious Language and the Nature of Contextual Theology." ThM thesis, Western Seminary, 2004.

*Unpublished Course Notes*

> **N**:          [2] Patrick N. Wachege, "CRS 404: Christian Theology in Africa" (course notes, University of Nairobi, unknown publishing date), 3, accessed April 23, 2016, https://profiles.uonbi.ac.ke/patrickwachege/files/wachege_crs_404_body.pdf.
>
> **B**:     Wachege, Patrick N. Course Notes for "CRS 404: Christian Theology in Africa." University of Nairobi, n.d.

*Sermon or Speech*

> **N**:          [19] Morgan Jackson, plenary session speech, Southwest Regional Meeting of the Evangelical Missiological Society, Biola, La Mirada, CA, March 12, 2016.
>
> **B**:     Jackson, Morgan. Plenary session speech, Southwest Regional Meeting of the Evangelical Missiological Society. Biola, La Mirada, CA, March 12, 2016.

*Conducted Interviews\**

> **N**:          [31] Joseph Mahlaola, interview taken at the Shepherd's Conference, Grace Community Church, Sun Valley, CA, March 10, 2016.
>
> **B**:     Mahlaola, Joseph. Interview taken at the Shepherd's Conference. Grace Community Church. Sun Valley, CA, March 10, 2016.

    \* Consult the Library Director as to whether recorded interviews that are cited as sources must be stored in library archives to corroborate the source or to make it available to patrons.

CHAPTER THREE

STYLE


This chapter will discuss the principle elements of style in academic writing. It is not meant to be a comprehensive guide or reference work on the subject. Please consult Turabian 8th ed., as well as other dedicated works for a more in-depth discussion on these issues.[1] Aspects of grammar subdivided according to part of speech will first be given an overview, after which punctuation will be discussed.


**Grammar**

Academic writing makes use of a particular register of language. The great flexibility of language in general, and English in particular, presents the writer with many stylistic options in any given writing context. However, care should be taken in order to select those elements which best conform to the style of writing called for by academic norms. One of the best ways to absorb the "feel" and "cadence" of scholarly writing is to regularly read good examples of such, carefully paying attention to their specific features.


Verbs

Verbs constitute the "core" of the clause in the English language and should therefore be carefully used and considered first when crafting sentences. Pay careful attention to your choice of verbs and consider whether you have selected the best option: perhaps a simpler, or more precise verb may be employed. There is a tendency in much poor writing to employ too many abstract nouns and verbal nouns in place of verbs. In general, the simple use of a verb is to be preferred over these so-called "nominalizations." For example, instead of *John made utilization of the copy machine*, substitute a simple verb: *John used the copy machine*.

Avoid overuse of the passive voice in technical writing. Consider the following example: *This data was realized by scientists to be faulty*. The passive verb is unnecessary and should be replaced in a simpler sentence: *Scientists realized that this data was faulty*. In some cases, direct use of a passive verb will be necessary or useful, however, it should be avoided where superfluous. In many sentences, the use of a passive verb may even sound awkward and unnatural.

In academic writing, the subject of the verb is almost always to be in the third person. Assume a dispassionate, objective tone of voice in your writing and avoid the use of second person (*You contradict …*) or first person (*I think that … / We conclude, therefore …*) verbal forms.

---

[1] Good examples include William Strunk Jr., *The Elements of Style* (New York: Harcourt, Brace & Company, 2017); Steven Pinker, *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century* (New York: Penguin Books, 2014); Eric Hayot, *The Elements of Academic Style: Writing for the Humanities* (New York: Columbia University Press, 2014). Additionally, "Part III: Style" (chapters 20–26) of Turabian's *A Manual for Writers* should be consulted for reference.

The simple past tense should be used sparingly, and avoided when referring to or describing the actions of a living author or individual. Thus, for example, instead of writing *John MacArthur wrote …* use *John MacArthur writes …*

Avoid the overuse of any particular verb, and try to vary the style with synonyms, where possible. For example, instead of a sequence of three sentences: *Carson states … Carson states … Carson states*, consider the use of alternative synonyms: *Carson states … Carson asserts … Carson infers …*

Substantives

Substantives are a class of lexical items that include nouns and function in broadly similar ways. Observe the following remarks and guidelines for each type of substantive.

*Nouns*

- ✓ Use specific nouns where possible or necessary. For example, "the Frenchman" is more specific than "the European," which in turn is more specific than "the man" or "the person."
- ✓ Avoid artifical nominalizations, as mentioned above. The English language allows for great flexibility and creativity in the production of new nouns. For example, the *-(t)ion* suffix can be added to many verbs in order to derive a new noun: *create > creation*, *realize > realization*, etc. In some cases, these are useful and necessary. Often, however, they can clutter a text and impede reading.
- ✓ Avoid incorrect use of the apostrophe. It is never used to indicate a plural noun (e.g. *the 90s*, not *the 90's*). For nouns ending in *-s* or *-z*, use a simple apostrophe to indicate possession (e.g., *James' letter*) or else employ a different construction (e.g., *the letter of James*).
- ✓ Pay careful attention to plural formation in words of foreign origin. For example, the plural of German *Anfechtung* is *Anfechtungen*. Distinguish between *criterion* (singular) and *criteria* (plural) in this and other Latin and Greek words.
- ✓ Be consistent in your rendering of Greek and Hebrew words. If you choose to transliterate (or are instructed to do so), pay attention to your transliteration scheme (e.g., broad transcription *toledot* vs. narrow transcription *tôlᵉḏôṯ* vs. no transcription תּוֹלְדוֹת). Always use Times New Roman font. Increase font size for Hebrew letters to 13-point in text body and 11-point in footnotes for ease of readability.[2]

*Adjectives*

- ✓ Avoid hyperbolic use of adjectives. In keeping with the neutral tone you should assume in academic writing, do not try to exaggerate or heighten the sense of a noun unless absolutely necessary. In many cases, adjectives should be avoided altogether.

---

[2] These guidelines obviously do not apply to quotations from another author. In such cases, reproduce the author's system of transcription exactly.

✓ Make proper use of the comparative form (e.g., *older*, not *more old*).

*Pronouns*

✓ Make sure that the referent of every pronoun may be clearly identified by any reader in the context. If you are unsure whether your reader will be able to determine the antecedent of a particular pronoun, take steps to make this more obvious.
✓ On the other hand, the use of pronouns can be helpful in varying the style of writing in order to avoid monotony. Avoid successively repeating a nominal subject or object by replacing every other occurrence of the same noun with a pronoun.
✓ A common error occurring in writing is the confusion of *its* and *it's*. The former is the possessive form of *it*, while the latter is a contraction of *it is*. Another common confusion is *who's* (= *who is*) and *whose*.

## Conjunctive Adverbs

Conjunctive adverbs serve as important structural elements in academic writing. When they appear before an independent clause, they generally are separated by a comma, e.g.: *Therefore, we need to understand the reason for this disparity*; or *Similarly, he decided to engage in dialogue with the musician.*[3] Pay careful attention to the meaning of each conjunctive adverb and determine whether it fits with the flow and logic of your paragraph. Some adverbs show a contrast (*although*, *nevertheless*), while others give a comparison (*likewise*, *also*). Consession may be made with words like *of course* and *granted.*

## **Punctuation**

Punctuation is crucial to academic writing. Important information is conveyed via the use of punctuation, furthermore, several common style errors are frequently encountered. Observe the guidelines below.

## Capitalization

Students frequently overuse capitalization in academic writing. While headline-style capitalization is often called for, individual words in the body text of a paper are normally lower-case unless specifically required to be capitalized. For example, *Bible* is a proper noun that is always capitalized, while its adjective *biblical* is not. Consistency in capitalization should always be observed. There is a trend toward using lower-case with divine pronouns (*he* vs *He* in reference to God), so as to avoid unnecessary interpretation in certain ambigious contexts. However, whatever method you decide to employ in your academic paper should be consistently

---

[3] The same word(s) embedded within a clause will often not use a comma.

applied throughout. Be careful to observe the capitalization conventions in other languages that may differ from those of English (e.g., German *Geschichte*).[4]

<div align="center">Commas</div>

Commas are used to separate like elements from each other. For example, they may be used to separate noun phrases, verb phrases, adjectives, adverbs, and occasionally clauses. These, however, should not be mixed with each other. In a series of three or more items (the last of which begins with the conjunction *and*), make use of the Oxford comma in order to disambiguate between the presence or lack of subsets in a list. Consider the following example: *Seminary students typically study the Scriptures, the Apocrypha and Pseudepigrapha.* The previous sentence is potentially ambiguous—it could make the reader think that the Apocrypha and *P*seudepigrapha are grammatically appositional (and therefore, equivalent) to the Bible! The insertion of a comma before *and* eliminates the ambiguity.

<div align="center">Dashes</div>

There are three types of dashes that are employed in academic writing, in order of length: the hyphen (-), the en-dash (–), and the em-dash (—). Each has specific functions and uses. The en-dash is so-named because its length is approximately equivalent to a lower-case "n." Likewise, the em-dash derives its name from the fact that it is as long as a lower-case "m." The en-dash is primarily used with numbers, while the hyphen and em-dash are used with words.

The hyphen is used in certain types of compound words, e.g., *merry-go-round*, *editor-in-chief*. Consult a dictionary if unsure whether a particular word uses a hyphen: in general, newer compounds use hyphens more frequently, while familiar compounds tend to have their hyphens eliminated over time. A less-understood use of the hyphen is its occurrence in compound modifiers. When such modifiers precede the noun they modify, they are connected with a hyphen. This may be illustrated with the following sentence: *This university is a well-respected institution.* Notice that the compound modifiers *well* and *respected* precede the noun they modify (*institution*). If, however, there is no noun immediately following that is being modified, no hyphen is to be used, e.g., *This university is well respected*.

<div align="center">Numbers</div>

When writing numbers into the text body or into footnotes, a few rules will apply. If a number is used as the first word of a sentence spell it out (e.g., **First** John is the first of three epistles by John.). Anywhere else within the sentence the number can remain as a numeral (e.g., First John is followed by **2** John.), unless it is a numeral adjective, in which case it should be spelled out (e.g., First John is the first of **three** epistles by John.).

---

[4] This includes foreign-language titles footnotes and the bibliography. For example, French titles do not employ headline-style capitalization, but rather capitalize only the first word.

When using ordinal numbers, do not employ superscripts (2nd, 3rd, 4th, etc.; rather, 2nd, 3rd, 4th).

The following guidelines are to be observed for number ranges. The general rule of thumb is to include two or more digits for the second number as is necessary in order to avoid ambiguity:

- ✓ Do not use a hyphen (-) with page ranges, but rather an en-dash (–).
- ✓ If your first number is 1–99, include all digits (e.g., 2–4, 19–45, 61–99).
- ✓ If your first number is higher than 99, include at least two digits (e.g., 23–46, 92–137, 162–75, 315–17, 648–95, 2156–89), *with one exception* (see below).
- ✓ Eliminate an initial zero from an abbreviated second number (e.g., 103–6, *not* 103–06; 308–9, *not* 308–09; 702–7, *not* 702–07).

## Ellipses

Use the ellipsis symbol (…) instead of three dots separated by a space (. . .). Insert an extra space before or after any text and the ellipsis. When an ellipsis extends to the conclusion of a sentence, include an additional period after the ellipsis symbol (….). Avoid overuse of ellipses, and construct elliptical quotations in such a way as to be intelligible to the reader.

## Semi-colons

Semi-colons serve an intermediate role between commas and periods. That is, they provide a level of disjunction that is greater than that of commas, yet lesser than that of periods (which mark off sentences). Pay attention to their use and function in specialized lists, e.g., biblical passages and bibliographic entries (in footnotes).

CHAPTER FOUR

USING PROPER ARGUMENTATION

## **General Guidelines**

The method for constructing a valid argument involves several steps, including researching the topic, constructing a subdivided outline, and demonstrating critical interaction with sources.

Researching the Topic

The first step to quality argumentation is to gain an understanding of the topic and controversy surrounding it. This requires diligent research on the topic. Oftentimes, students will begin formulating their argument and writing their paper before they have conducted research in the area under discussion. In contrast, any valid argument and quality research paper requires initial investigation into the topic for several reasons. First, conducting initial research will help the writer narrow down the topic. The writer will examine current debate on the topic, thereby gaining insight into how to shape the argument. Second, initial research will help the writer represent sources fairly and accurately. Third, initial research helps to do away with wrong presuppositions that the writer has on the topic. In other words, the writer will not have formulated the conclusion before interacting with other scholars.

Constructing a Subdivided Outline

Once the writer has completed initial research and has a grasp of the modern debate and scholarship surrounding the issue, an outline for the research paper will prove helpful. Researching sources produces a deluge of information that must be organized and sifted. Creating an outline will not only organize the thoughts of the writer and the flow of the argument, but it will also filter out unhelpful sources and place pertinent sources in their right location. An outline may be as simple or as detailed as the writer chooses, but it must accomplish the goal of initial organization of thoughts and research.

Proper divisions in a research paper move the argument along. Large divisions such as the introduction, body, and conclusion should be easily recognizable in the paper.[1] However, smaller divisions such as sections and even individual paragraphs must be clear so that the reader can follow the flow of the argument.

*Introduction*

Necessary elements to craft a quality introduction include familiarizing the reader with

---

[1] NB: Introductory and concluding matter is meant to facilitate not hamper the flow of argument. See the "Ub: Unbalanced Flow of Argument" category in Appendix Two for common writing mistakes.

the topic, establishing the need, and giving the thesis statement. The introduction should compel the reader to continue with the paper. A survey of the topic and the general direction of the argument will help the reader see where the paper is going. Establishing the need is essential for persuasion. A good writer will always ask himself, "Why is my argument important?" In addition, the introduction will culminate in a single sentence thesis which encompasses the goal of the paper.

*Conclusion*

To a degree, the conclusion reflects the introduction. The conclusion should restate the thesis in a fresh way, explaining to the reader how the goal was accomplished in the paper. The conclusion brings a sense of closure to the reader by reiterating the need for the paper and the solution the author has created. Also, the author should explain future steps that should be taken. Explaining how the paper bridges the gap into another necessary argument or important idea will help set the paper in modern scholarship. The author should explain where he hopes to go with his new solution and understanding of the topic.[2]

*Paragraphs*

A helpful guideline to keep in mind for each paragraph is, "One paragraph, one goal." This means that each paragraph in the paper has one goal to accomplish in the aid of the overall argument. A topic sentence will introduce the goal to the reader. Sources within the paragraph will lay the framework and give validity to the argument. A concluding idea will round out the argument, explaining how it has benefitted the overall goal of the paper. By reading all topic sentences, the reader will be able to discern the outline of the paper.

In addition, the use of conjunctive adverbs such as "Therefore," "Thus," "Moreover," and "So" will tie paragraphs together. Each paragraph goal should flow to the next, building an argument for the entire paper. Conjunction adverbs are cues to the reader, demonstrating how the argument is progressing.

**Critical Interaction with Sources**

Validity refers to the soundness and authority of an argument. An argument must be non-contradictory, necessary, and coherent. Proper interaction with sources in a paper yields validity. Proper interaction with sources appeals to other scholars for insight, highlights debate, and places the argument of the paper in the world of scholarship. Several principles are important when interacting with sources.

First, each source used must be represented fairly. Quality research should provide a full-orbed understanding of a scholar's argument and intention. Quotations pulled from a book without thought as to the context are improperly used. When using any source, the author of the paper should be able to explain in detail the argument of the source and how the author of the

---

[2] See "Ub: Unbalanced Flow of Argument" category in Appendix Two for additional suggestions.

paper is fairly representing the source.

Second, only using sources that agree with the author will damage the validity of a paper. This includes parroting other sources. It is important to use a source to bolster one's own argument rather than simply reiterating what another scholar has already said. In contrast, utilizing an opposing scholar and proving how and why that scholar's conclusion is wrong will produce validity for the paper.

Third, it is important to make a distinction between primary and secondary sources. For example, a primary source on Augustine of Hippo would be Augustine's work *Confessions.* A secondary source would be a biography of Augustine. Making use of primary sources helps the researcher represent fairly. Secondary sources may be used, but whenever representing the argument or ideas of a scholar, a primary source is necessary to ensure accuracy.

## Plagiarism and Original Work

A question often repeated is, "How many sources are needed for this paper?" Quality research shies away from this question. A good researcher seeks to engage with scholarship, attempting to understand everyone who has had input on an idea or an argument. Every researcher gains knowledge from other scholars. Plagiarism occurs when proper credit is not given to those scholars. A simple guide to avoiding plagiarism is to ask from where one learned the idea being communicated.

Original work also incorporates the idea of crafting an original argument. The goal for the paper not only needs to be clear, but it also should have been developed by the author. In other words, an author should not copy an argument from another scholar and simply put it in his own words.

Turabian's 8th edition describes "inadvertent plagiarism" and provides useful rules to insure the crafting of original work:[3]

> You run [the] risk when you give readers reason to think that you've done one or more of the following:
>
> - You cited a source but used its exact words without putting them in quotation marks or in a block quotation.
> - You paraphrased a source and cited it, but in words so similar to those of your source that they are almost a quotation: anyone could see that you were following the source word for word as you paraphrased it.
> - You used ideas or methods from a source but failed to cite it.
>
> *Always* unambiguously identify words and ideas from a source so that weeks or months later you cannot possibly mistake them for your own. As recommended above, record quotations and paraphrases with quotation marks, as well as in a font that unambiguously distinguishes them from your own ideas.

---

[3] The quotation and following section is reproduced from Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, ed. Wayne C. Booth et al. (Chicago: The University of Chicago, 2010), 43 (sec. 4.2.3), 79 (sec. 7.9). Emphasis in original.

*Never* paraphrase a source so closely that a reader can match the phrasing and sense of your words with those in your source.

APPENDIX ONE

COMMON ABBREVIATIONS

This appendix contains several lists of common abbreviations to be used in TMS MDiv papers. Where relevant, consult the sections pertaining to their use in chapters 1–4.

**Lexicons and Grammars**

Certain lexicons and grammars commonly used in biblical studies employ a unique format for repeated citations within MDiv papers. For each first occurrence in your paper, give the regular full citation. For each subsequent occurrence, use the following abbreviated format:

| | |
|---|---|
| **N²:** | [8] "כָּבוֹד," *HALOT*, 2:457. |
| **N²:** | [3] GKC §18. |

Notice that lexicons require the lexical entry to be placed within quotation marks, while a simple page range or section number suffices for a reference grammar citation. NB: a comma should not be used in conjunction with the section symbol.

Use the following abbreviations below, paying attention to the use of italics. Abbreviations of titles (such as *BHRG*) are italicized, while those of authors' names (such as BDAG) are not. All of these works are listed in the bibliography for reference. Note also that the final entry is abbreviated by the author's last name, according to convention.

BDAG    Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Edited by Frederick William Danker. Translated by William Arndt and F. Wilbur Gingrich. 3rd ed. Chicago: University of Chicago Press, 2000.

BDB    Brown, Francis, S. R. Driver, and Charles A. Briggs, eds. *The New Brown, Driver, and Briggs Hebrew and English Lexicon of the Old Testament.* 1906. Reprint, Lafayette, IN: Associated Publishers & Authors, 1981.

BDF    Blass, Friedrich, and Albert Debrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Translated by Robert W. Funk. Chicago: University of Chicago Press, 1961.

*BHRG*    van der Merwe, Christo H. J., Jackie A. Naudé, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar.* Sheffield: Sheffield Academic Press, 1999.

GKC    Gesenius, Wilhelm. *Gesenius' Hebrew Grammar*. Edited by Emil Kautzsch. Translated

by Arthur E. Cowley. 2nd ed. Oxford: Clarendon, 1980.

*HALOT*    Köhler, Ludwig, Walter Baumgartner, M. E. J. Richardson, and Johann Jakob Stamm, eds. *The Hebrew and Aramaic Lexicon of the Old Testament.* 2 vols. Leiden, The Netherlands: E. J. Brill, 1994.

*IBHS*   Waltke, Bruce, and Michael P. O'Connor. *An Introduction to Biblical Hebrew Syntax.* Winona Lake, IN: Eisenbrauns, 1990.

Joüon   Joüon, Paul, and Takamitsu Muraoka. *A Grammar of Biblical Hebrew.* Translated and edited by Takamitsu Muraoka. Rome: Gregorian & Biblical Press, 2011.

### Academic Abbreviations

This section contains a list of the most common abbreviations standardly employed for journals, reference works, and academic series (including commentaries). The entries in each section are alphabetized according to their full title. Please note that these abbreviations are intended to be used solely for TMS theses and dissertations (for both footnotes and the bibliography).[1] In other words, MDiv research papers should *not* make use of any abbreviations in this section, rather, the entire name of the work is to be spelled out both in footnotes and the bibliography. Pay special attention to the use of capitalization and italics in abbreviations. In general, abbreviations of journals and series follow the typeface style of their full titles (italicized and non-italicized, respectively). Reference works vary in their use of italics. In these sections, only a sampling of abbreviations will be listed. Consult *The SBL Handbook of Style*, 2nd ed., for a thorough list of official abbreviations.

<div align="center">Journals</div>

| | |
|---|---|
| *American Baptist Quarterly* | *ABQ* |
| *Acta Orientalia* | *AcOr* |
| *American Journal of Archaeology* | *AJA* |
| *American Journal of Philology* | *AJP* |
| *American Journal of Semitic Languages and Literature* | *AJSL* |
| *American Journal of Theology* | *AmJT* |
| *Archiv für Orientforschung* | *AfO* |
| *Archiv für Reformationsgeschichte* | *ARG* |
| *Archiv für Religionswissenschaft* | *AR* |
| *Australian Biblical Review* | *ABR* |
| *Australian Journal of Biblical Archaeology* | *AJBA* |
| *Biblica* | *Bib* |
| *Biblical Interpretation* | *BibInt* |

---

[1] Note additionally, that a separate list of all abbreviations used in a thesis or dissertation is required. See Appendix Three for more information.

| | |
|---|---|
| *Biblical Theology Bulletin* | *BTB* |
| *Bibliotheca Sacra* | *BSac* |
| *Biblische Notizen* | *BN* |
| *Biblische Zeitschrift* | *BZ* |
| *Bulletin for Biblical Research* | *BBR* |
| *Bulletin of the John Rylands Library* | *BJRL* |
| *Calvary Baptist Theological Journal* | *CBTJ* |
| *Catholic Bible Quarterly* | *CBQ* |
| *Currents in Biblical Research* | *CBR* |
| *Dead Sea Discoveries* | *DSD* |
| *Detroit Baptist Seminary Journal* | *DBSJ* |
| *Evangelical Quarterly* | *EvQ* |
| *Evangelische Theologie* | *EvT* |
| *Grace Theological Journal* | *GTJ* |
| *Harvard Theological Review* | *HTR* |
| *Journal for Biblical Manhood and Womanhood* | *JBMW* |
| *Journal for the Study of the Old Testament* | *JSOT* |
| *Journal of the Evangelical Theological Society* | *JETS* |
| *Journal of Semitic Studies* | *JSS* |
| *L'année philologique* | *AnPhil* |
| *Neotestamentica* | *Neot* |
| *Princeton Seminary Bulletin* | *PSB* |
| *Southern Baptist Journal of Theology* | *SBJT* |
| *The Master's Seminary Journal* | *MSJ* |
| *Themelios* | *Them* |
| *Theological Studies* | *TS* |
| *Trinity Journal* | *TJ* |
| *Tyndale Bulletin* | *TynBul* |
| *Vetus Testamentum* | *VT* |
| *Westminster Theological Journal* | *WTJ* |
| *Zeitschrift für Althebraistik* | *ZAH* |

## Reference Works

| | |
|---|---|
| *Akkadisches Handwörterbuch* | *AHw* |
| *Anchor Bible Dictionary* | *ABD* |
| *The Ancient Near East in Pictures Relating to the Old Testament* | *ANEP* |
| *The Ancient Near East: Supplementary Texts and Pictures* | *ANESTP* |
| *Ancient Near Eastern Text Relating to the Old Testament* | *ANET* |
| *Ancient Records of Assyria and Babylonia* | *ARAB* |
| *Ancient Records of Egypt* | *ARE* |
| *Ante-Nicene Fathers* | *ANF* |
| *The Apocrypha and Pseudepigrapha of the Old Testament* | *APOT* |
| *A Biblical Hebrew Reference Grammar* | *BHRG* |
| *Gesenius' Hebrew Grammar* | GKC |
| *A Grammar of Biblical Hebrew* | Joüon |

| | |
|---|---|
| *Greek-English Lexicon of the New Testament* | BDAG |
| *The Hebrew and Aramaic Lexicon of the Old Testament* | *HALOT* |
| *Hebrew and English Lexicon of the Old Testament* | BDB |
| *An Introduction to Biblical Hebrew Syntax* | *IBHS* |
| *New International Dictionary of New Testament Theology and Exegesis* | *NIDNTTE* |
| *New International Dictionary of Old Testament Theology and Exegesis* | *NIDOTTE* |
| *Theological Dictionary of the New Testament* | *TDNT* |
| *Theological Dictionary of the Old Testament* | *TDOT* |
| *Theological Wordbook of the Old Testament* | *TWOT* |

## Series and Commentaries

| | |
|---|---|
| Abhandlungen der Bayerischen Akademie der Wissenschaften | ABAW |
| Abingdon New Testament Commentaries | ANTC |
| Abingdon Old Testament Commentaries | AOTC |
| Alter Orient und Altes Testament | AOAT |
| American Oriental Series | AOS |
| Ancient Christian Writers | ACW |
| Alter Orient und Altes Testament | AOAT |
| Anchor Bible | AB |
| Ancient Christian Commentary on Scripture | ACCS |
| Baker Exegetical Commentary on the New Testament | BECNT |
| Beihefte zur Zeitschrift für die alttestamentliche Wissenschaft | BZAW |
| Biblica et Orientalia | BibOr |
| Black's New Testament Commentaries | BNTC |
| Commentaire de l'Ancien Testament | CAT |
| Expositor's Bible Commentary | EBC |
| Harvard Theological Studies | HTS |
| International Critical Commentary | ICC |
| Library of Christian Classics | LCC |
| MacArthur New Testament Commentary | MacNT |
| New American Commentary | NAC |
| New Century Bible | NCB |
| New International Commentary on the New Testament | NICNT |
| New International Commentary on the Old Testament | NICOT |
| New International Greek Testament Commentary | NIGTC |
| New Studies in Biblical Theology | NSBT |
| NIV Application Commentary | NIVAC |
| Pillar New Testament Commentary | PNTC |
| Society of Biblical Literature | SBL |
| Tyndale New Testament Commentaries | TNTC |
| Tyndale Old Testament Commentaries | TOTC |
| Word Biblical Commentary | WBC |

**Bible Books**

The books of the Bible should be abbreviated as follows. Notice that there is no period following the abbreviation. The book of Psalms has two abbreviated forms: Ps (for a single psalm cited), Pss (for multiple psalms cited). Short books (e.g., Ruth) lack further abbreviation.

Old Testament

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

New Testament

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

## State Abbreviations

Always use the following state abbreviations in footnotes, the bibliography, and the text body. Do not spell out the entire state name in footnotes or the bibliography. Do not use periods in state abbreviations (e.g., CA, *not* C.A.; VA, *not* V.A.).

| | | | | | |
|---|---|---|---|---|---|
| Alaska | AK | Kentucky | KY | New York | NY |
| Alabama | AL | Louisiana | LA | Ohio | OH |
| Arkansas | AR | Massachusetts | MA | Oklahoma | OK |
| Arizona | AZ | Maryland | MD | Oregon | OR |
| California | CA | Maine | ME | Pennsylvania | PA |
| Colorado | CO | Michigan | MI | Rhode Island | RI |
| Connecticut | CT | Minnesota | MN | South Carolina | SC |
| Washington, D.C. | DC | Missouri | MO | South Dakota | SD |
| Delaware | DE | Mississippi | MS | Tennessee | TN |
| Florida | FL | Montana | MT | Texas | TX |
| Georgia | GA | North Carolina | NC | Utah | UT |
| Hawaii | HI | North Dakota | ND | Virginia | VA |
| Iowa | IA | Nebraska | NE | Vermont | VT |
| Idaho | ID | New Hampshire | NH | Washington | WA |
| Illinois | IL | New Jersey | NJ | Wisconsin | WI |
| Indiana | IN | New Mexico | NM | West Virginia | WV |
| Kansas | KS | Nevada | NV | Wyoming | WY |

APPENDIX TWO

STANDARD GRADING COMMENT KEY


The following letter codes represent general formatting comments and key criteria for assessing the academic quality of a paper or project.

H      Headings/Titles. Must employ headline-style capitalization; MDiv papers begin with "Level One" headings. Subheadings begin at "Level Two," centered, no boldface.

F      Font. Font must be 12-point Times New Roman in body, 10-point Times New Roman in footnotes.

\#      Pagination. Pagination must match body font. No page number on Title Page; page number on first page to be centered in footer, all successive pages to have page number top right.

S/I      Spacing/Indentation. Remove all excess spacing between paragraphs. Spacing equivalent to two single-spaced lines before new section heading, one double-spaced line after. Indent body text and footnote entries half an inch. Body text double-spaced, footnote entries single-spaced, single space between footnote entries. Double-spaced line before and after block quote. Block quotes normal body font, both margins indented by half an inch. Body text following block quote indented.

UR      Unclear Referent. Avoid "this," "that," etc., which might confuse subjects or ideas. Always include author's full name in text body when introducing them.

US      Unclear Syntax. Examples include a sentence fragment or a run-on sentence; awkward or potentially misleading phrasing.

S/G      Spelling/Grammatical Error. Misspelled word(s). Confusion of pronouns, e.g., its vs. it's, they're vs. their. Incorrect verbal agreement.

B      Bibliographic Citation. Improper formatting of a bibliographic citation in footnote or bibliography. Errors will be noted only.

Th      Thesis Statement/Occasion/Methodology. Need to develop a defined, one-sentence thesis statement of the project itself—your purpose. What will you attempt to prove, and what do you hope to accomplish? What is your method or procedure?

S/T      Style/Tone Issues (miscellaneous). See *TMS Style Guide* as well as Turabian 8th ed. Some common issues: use of en-dashes (–) for page/verse/date spans, em-dashes (—) for parenthetical inserts in sentences; avoid first person in academic writing; capitalize divine titles and divine pronouns; avoid rhetorical questions. Watch your tone—engage winsomely, be dispassionate. no special pleading—avoid "clearly," "obviously," etc.; avoid anecdotes; avoid clichés like the plague.

D        Definitions. Define term, concept, or subject. Support your definition/viewpoint with scholarly sources. At minimum, include an author's full name in the text body when introducing new ideas. Always give reader a bibliographic trail for further self-study.

S/A      Sources/Argumentation. Need to provide adequate sources for an attestation. Might be lacking primary sources—Are you misrepresenting the view by using secondary source instead (e.g., "Premillennialist scholar So-and-so reports that Amillennialists hold such-and-such view")? Does anyone agree with you? Disagree? Does anyone develop a deeper treatment on this issue? Lack of sources suggests you have either made an original discovery (and should publish ASAP!), or that you assume this is common knowledge which requires no support. Similarly, you might be missing/lacking scholarly treatments of a debatable point. Provide concise treatments to establish the area of debate, the central tenets of both sides. You might be ignoring a critical issue and thus providing a superficial or incorrect treatment. Critically engage in a footnote generally no longer than four lines. Cite all pertinent sources.

Ub       Unbalanced Flow of Argument. Your Introduction may be too long (bigger porch than house?). Break up long paragraphs for readability and logical flow. A point might wander: be concise, shorten, eliminate clutter. Break up quotation strings with your own commentary. Your conclusion may be incomplete: summarize main points of sections; add forceful pastoral implications. Note any areas for further research—this paper is limited in scope, but where should the topic go next?

APPENDIX THREE

THESIS AND DISSERTATION FORMATTING REQUIREMENTS


The Master's Seminary theses and dissertations require specific formatting elements beyond those of MDiv research papers. Furthermore, certain optional elements, such as a Table of Contents, are mandatory for theses and dissertations. In general, follow all formatting guidelines detailed in this style guide except for the following elements and features unique to theses and dissertations:

- ✓ Left margin indent is 1.5" (for publication purposes).
- ✓ Title page (featuring unique formatting requirements)
- ✓ Acceptance/signature page
- ✓ Blank page (before abstract page)
- ✓ Abstract page
- ✓ Mandatory Table of Contents
- ✓ Optional list of figures and/or tables
- ✓ Optional Acknowledgments page
- ✓ List of abbreviations
- ✓ Chapters (including an introductory chapter)
- ✓ Footnote numbering must be reset at the beginning of each chapter.

Each of these elements is discussed in the subsections below (in order of their appearance in a thesis or dissertation). In addition to the key elements, topics pertinent to theses and dissertations (such as pagination and use of abbreviations) will be covered.


**Title Page**

The title page for theses and dissertations differs from that of MDiv research papers in a number of ways. While the same style is to be employed (all-caps 12-point Times New Roman font with 1.5 line spacing, all items centered on the page, no page number), one additional element is present, and the relative position of the elements on the page is different.

The following elements are to be included in every TMS thesis and dissertation, in order:

- ✓ The seminary's name
- ✓ The full title of the thesis or dissertation
- ✓ Information regarding pending academic degree
- ✓ The name of the author
- ✓ The place and date of submission

Observe the example on the following page.

THE MASTER'S SEMINARY

ISAIAH 13:1–14:27:

THE BABYLONIAN TYRANT AND THE MORNING STAR

A DISSERTATION SUBMITTED TO THE FACULTY

IN PARTIAL FULFILLMENT FOR THE DEGREE OF

DOCTOR OF THEOLOGY

IN OLD TESTAMENT STUDIES

BY

ANONYMOUS A. SLAVE

SUN VALLEY, CALIFORNIA

MAY 2013

As observed above, the third element is unique to theses and dissertations. Follow the formatting illustrated exactly. Where appropriate, replace "DISSERTATION" with "THESIS." In place of "DOCTOR OF THEOLOGY" replace with one of the following, where appropriate:

- ✓ "DOCTOR OF MINISTRY" (DMin)
- ✓ "MASTER OF DIVINITY" (MDiv)
- ✓ "MASTER OF THEOLOGY" (ThM)

The degree emphasis in the example above ("OLD TESTAMENT STUDIES") may be replaced with one of the following, where appropriate:

- ✓ "EXPOSITORY PREACHING"
- ✓ "NEW TESTAMENT STUDIES"
- ✓ "PASTORAL MINISTRY"
- ✓ "THEOLOGICAL STUDIES"

Finally, note that each element is separated from others by three blank spaces (including the separation between the first item "THE MASTER'S SEMINARY" and the header).

## Acceptance Page

Following the title page, include an acceptance/signature page with the following formatting features. (Note that this and other examples have been cropped for economy of space and hence do not represent a full page.)

Accepted by The Master's Seminary Faculty

in partial fulfillment of requirements for the degree

Doctor of Theology

or Doctor of Ministry
Master of Theology
Master of Divinity

_____
Advisor

_____
Advisor

_____
Advisor

three signature lines needed for ThD
two for ThM and DMin
one for MDiv

insert a blank page after the signature page

Observe the following formatting features:

- ✓ 12-point non-bold font (non-italics)
- ✓ Items centered on the page starting about one-third down from the top
- ✓ NB: Use double-spacing (do not continue the title page format).
- ✓ No page number

Two items are required for the acceptance page:

- ✓ Acceptance statement (with correct degree title)
- ✓ Designated spaces for signatures (three for ThD, two for ThM and DMin, one for MDiv)

Please note that there must be a blank page between the acceptance page and abstract page (next section).

## Abstract Page

A succinct summary of your thesis or dissertation must be included in the form of an abstract page. This page, in contrast to most other sections of the work, must be single-spaced. It is to begin with a Title-Level heading ("ABSTRACT"), followed by a two-column listing of the basic information of the thesis or dissertation, and finally, a short abstract. Front-matter pagination (bottom center) begins on this page (using lowercase Roman numerals, e.g., i, ii, iii, etc.).

The following elements must be included in the following order in the first column (flush-left):

- ✓ "Title:"
- ✓ "Author:"
- ✓ "Degree:"
- ✓ "Date:"
- ✓ "Advisors:"

In the second column, the following elements must match the titles of the first column:

- ✓ Title of thesis or dissertation in all-caps
- ✓ Full name of author (first name, followed by last name)
- ✓ Name of degree
- ✓ Date of submission (month and year)
- ✓ List of advisors separated by commas (first name, followed by last name)

After this, a brief abstract follows, in single-spaced format, with indented paragraphs as needed. See the sample abstract on the following page for an example.

## ABSTRACT

[two blank lines]

| | |
|---|---|
| Title: | ISAIAH 13:1–14:27: THE BABYLONIAN TYRANT AND THE MORNING STAR |
| Author: | Anonymous A. Slave |
| Degree: | Doctor of Theology |
| Date: | May 2013 |
| Advisors: | Anonymous B. Slave, Anonymous C. Slave, Anonymous D. Slave |

[two blank lines]

Over the last half-century, the prophecy concerning Babylon has generated substantial scholarly interest. Seven researchers have produced dissertations on various aspects of the oracle. The interpretive issues encompass authorship, unity, literary genre, mythological allusions, the timing and nature of the prophetic fulfillment, and the enigmatic identities of the Babylonian despot (Isa 14:4) and הֵילֵל בֶּן־שָׁחַר ("morning star, son of the dawn," v. 12).

[paginate the front matter with lowercase Roman numerals, bottom center, beginning with the abstract page]

**Table of Contents**

A complete Table of Contents ("CONTENTS") is required for all TMS theses and dissertations. The format will correspond to that of the optional Table of Contents for TMS papers discussed in Chapter One above, with the exception that Title-level headings must be uppercase. The Table of Contents for the Style Guide represents the appropriate formatting for theses and dissertations.

**List of Tables and Figures**

An optional list of tables and/or figures may be included, where necessary. Begin each list on a separate page, separating each item with a single space. Format page numbers identically to the Table of Contents. See the example below:

TABLES

two blank lines

| | | |
|---|---|---|
| 1.1 | Chronological list of textual witnesses | 8 |
| 1.2 | Potential textual changes (Isa 14) | 39 |
| 2.1 | Activity in Babylon through history | 46 |
| 2.2 | Comparison of Isaiah 13–14 and Joel | 70 |
| 2.3 | Comparison of Isaiah 47 and Revelation 18 | 72 |
| 2.4 | Comparison of Isaiah 13 and Jeremiah 50–51 | 76 |
| 2.5 | Comparison of Isaiah 13–14 and Zechariah 2:6–13 | 86 |
| 2.6 | Comparison of Jeremiah 50–51 and Revelation 16–18 | 92 |
| 2.7 | John's interpretation of symbols in Revelation 17 | 93 |
| 4.1 | Profile of the morning star (Isa 14:12–14) | 139 |
| 4.2 | The antichrist versus the Christ | 142 |
| 4.3 | The careers of the morning star the Babylonian king (esp. Isa 13–14) | 143 |
| 4.4 | People who return to mortal life | 144 |

sentence-style capitalization

#

**List of Abbreviations**

A separate list of abbreviations used is required for all TMS theses and dissertations (Title-level heading: "ABBREVIATIONS"). See Appendix One for more information about abbreviations, including select examples. For a full list of official abbreviations, consult *The SBL Handbook of Style*, 2nd ed. Do not subdivide abbreviations according to type, rather arrange them in alphabetical order (according to abbreviation). Use two columns, with the first column listing abbreviations, and the second giving their full titles. Double-space the list. See the example below:

ABBREVIATIONS

[two blank lines]

| | |
|---|---|
| AB | Anchor Bible |

[alphabetized by abbreviation]

| | |
|---|---|
| ABRL | Anchor Bible Reference Library |
| *AJSL* | *American Journal of Semitic Languages and Literature* |
| AOAT | Alter Orient und Altes Testament |
| BECNT | Baker Exegetical Commentary on the New Testament |
| BETL | Bibliotheca Ephemeridum Theologicarum Lovaniensium |
| *BETS* | *Bulletin of the Evangelical Theological Society* |
| BKAT | Biblischer Kommentar, Altes Testament |
| *BSac* | *Bibliotheca Sacra* |
| *CBQ* | *Catholic Biblical Quarterly* |

[replicate the abbreviations in the *SBL Handbook*]

| | |
|---|---|
| CC | Continental Commentaries |
| ConBOT | Coniectanea Biblica: Old Testament Series |
| *COS* | *The Context of Scripture*. Edited by William W. Hallo. 3 vols. Leiden, 1997–2002 |
| *CTJ* | *Conservative Theological Journal* |
| *DCH* | *Dictionary of Classical Hebrew*. Edited by David J. A. Clines. 9 vols. Sheffield: Sheffield Phoenix Press, 1993– |
| *DDD* | *Dictionary of Deities and Demons in the Bible*. Edited by Karel van der Toorn, Bob Becking, and Pieter W. van der Horst. 2nd ed. Grand Rapids: Eerdmans, 1999 |
| DJD | Discoveries in the Judean Desert |
| FAT | Forschungen zum Alten Testament |
| FB | Forschung zur Bibel |
| GKC | *Gesenius' Hebrew Grammar*. Edited by Emil Kautzsch. Translated by Arthur E. Cowley. Oxford: Clarendon, 1910 |

\#

BIBLIOGRAPHY

**Commentaries, Introductions, and Surveys**

Archer, Gleason L. *A Survey of Old Testament Introduction*. Chicago: Moody, 1964.

Carson, D. A. *New Testament Commentary Survey*. 7th ed. Grand Rapids: Baker Academic, 2013.

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. 2nd ed. Grand Rapids: Zondervan, 2005.

Guthrie, Donald. *New Testament Introduction*. 4th ed. Downers Grove, IL: InterVarsity Press, 1990.

Longman III, Tremper. *Old Testament Commentary Survey*. 5th ed. Grand Rapids: Baker Academic, 2013.

Rosscup, Jim. *Commentaries for Biblical Expositors.* Rev. ed. The Woodlands, TX: Kress Christian Publications, 2004.

**Concordances, Dictionaries, and Encyclopedias**

Botterweck, G. Johannes, and Helmer Ringgren, eds. *Theological Dictionary of the Old Testament*. 15 vols. Grand Rapids: Eerdmans, 1975.

Bromiley, G. W. *The International Standard Bible Encyclopedia*. Fully rev. ed. Grand Rapids: Eerdmans, 1979.

Brown, Colin, ed. *The New International Dictionary of New Testament Theology*. 4 vols. Edited by Colin Brown. Grand Rapids: Zondervan, 1986.

Elwell, Walter A. *Evangelical Dictionary of Biblical Theology*. Baker Reference Library. Grand Rapids: Baker, 1996.

————. *Evangelical Dictionary of Theology*. 2nd ed. Baker Reference Library. Grand Rapids: Baker, 2001.

Even-Shoshan, Avraham. *A New Concordance of the Old Testament Using the Hebrew and Aramaic Text*. Translated by John Sailhamer. Jerusalem: Kiryat-Sefer, 1985.

Harris, R. Laird, Gleason L. Archer Jr., and Bruce K. Waltke, eds. *Theological Wordbook of the Old Testament*. 2 vols. Chicago: Moody, 1980.

Kittel, Gerhard, and Gerhard Friedrich, eds. *Theological Dictionary of the New Testament*. 10 vols. Grand Rapids: Eerdmans, 1964.

Kohlenberger, John R., Edward W. Goodrick, and James A. Swanson. *The Exhaustive Concordance to the Greek New Testament*. Zondervan Greek Reference Series 3. Grand Rapids: Zondervan, 1995.

Strong, James. *The New Strong's Expanded Exhaustive Concordance of the Bible*. Nashville: Thomas Nelson, 2010.

VanGemeren, Willem A., ed. *The New International Dictionary of Old Testament Theology & Exegesis*. 5 vols. Grand Rapids: Zondervan, 1997.

## Grammars

Blass, Friedrich, and Albert Debrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Translated by Robert W. Funk. Chicago: University of Chicago Press, 1961.

Gesenius, Wilhelm. *Gesenius' Hebrew Grammar.* Edited by Emil Kautzsch. Translated by Arthur E. Cowley. 2nd ed. Oxford: Clarendon, 1980.

Joüon, Paul, and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. Translated and edited by Takamitsu Muraoka. Subsidia Biblica 27. Rome: Gregorian & Biblical, 2018.

Machen, J. Gresham. *New Testament Greek for Beginners*. New York: Macmillan, 1966.

Mounce, William D. *Basics of Biblical Greek Grammar*. 2nd ed. Grand Rapids: Zondervan, 2003.

Robertson, Archibald Thomas. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville: Broadman, 1934.

van der Merwe, Christo H. J., Jackie A. Naudé, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar.* Sheffield, UK: Sheffield Academic, 1999.

Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996.

Waltke, Bruce, and Michael P. O'Connor. *An Introduction to Biblical Hebrew Syntax.* Winona Lake, IN: Eisenbrauns, 1990.

**Lexicons**

Abbott-Smith, George. *A Manual Greek Lexicon of the New Testament.* 3rd ed. Edinburgh: T&T Clark, 1937.

Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Edited by Frederick William Danker. Translated by William Arndt and F. Wilbur Gingrich. 3rd ed. Chicago: University of Chicago Press, 2000.

Brown, Francis, S. R. Driver, and Charles A. Briggs, eds. *The New Brown, Driver, and Briggs Hebrew and English Lexicon of the Old Testament.* 1906. Reprint, Lafayette, IN: Associated Publishers & Authors, 1981.

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971.

Köhler, Ludwig, Walter Baumgartner, M. E. J. Richardson, and Johann Jakob Stamm, eds. *The Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Leiden, The Netherlands: Brill, 1994.


**Biblical Texts**

Aland, Barbara et al. *The Greek New Testament*. 5th ed. Stuttgart: Deutsche Bibelgesellschaft, 2014.

Nestle, Eberhard, and Institute for New Testament Textual Research, eds. *Novum Testamentum Graece.* 28th rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2012.

Rahlfs, Alfred, and Deutsche Bibelstiftung, eds. *Septuaginta: Id Est Vetus Testamentum Graece Iuxta LXX Interpretes*. Editio altera. Stuttgart: Deutsche Bibelstiftung, 2006.


**Theological Monographs**

Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker, 2013.

Frame, John M. *Apologetics to the Glory of God: An Introduction*. Phillipsburg, NJ: P&R, 1994.

Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids: Zondervan, 1994.

Kaiser, Walter C. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids: Baker, 1981.

MacArthur, John. *The MacArthur Study Bible*. Nashville: Word, 1997.

McClain, Alva J. *The Greatness of the Kingdom: An Inductive Study of the Kingdom of God.* 12th ed. Winona Lake, IN: BMH, 2001.

Ramm, Bernard. *Protestant Biblical Interpretation: A Textbook of Hermeneutics*. 3rd ed. Grand Rapids: Baker, 1970.

Terry, Milton Spenser. *Biblical Hermeneutics: A Treatise on the Interpretation of the Old and New Testaments*. Eugene, OR: Wipf & Stock, 2003.

Thomas, Robert L. *Introduction to Exegesis*. Stanton, CA: Robert L. Thomas, 1987.