

MALAWI ASSEMBLIES OF GOD UNIVERSITY

FORM AND STYLE GUIDE

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PREFACE¹

As in any University, writing papers and dissertation demands a particular standard. MAGU's Form and Style is an adaptation of the sixth edition of the Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed.). The structure of the guide has been arranged in a topical arrangement, in which all guidelines on a particular aspect of style are included in one section of the guide. This edition has been expanded to include more guidelines on basic editorial style, such as capitalization, punctuation, abbreviation, etc.

Because of the increased use of Internet and other electronic sources, this Manual contains additional guidelines and examples on documenting these sources. Turabian's Manual (6th ed.) contains limited information on documenting electronic sources; thus, *The Chicago Manual of Style* (15th ed.), the extensive manual on which Turabian is based, was consulted in compiling the information on documenting electronic sources. The *MAGU Form and Style Guide* will always be "in process" because of the updates required with the increased use of electronic and other nonprint sources, the changes in Turabian style, and the continual evolution of the English language. MAGU gives credit to the Global University of Springfield, Missouri upon whose work this Manual is founded.

¹This is an adaptation of Global University Form and Style Guide 4th ed. Springfield, MO: MAGU

Contents

PREFACE	3
INTRODUCTION.....	6
SECTION 1	7
GENERAL FORMAT	7
1.1 Title Page.....	7
1.2 Student Information Header	8
1.3 Margins.....	8
1.4 Font.....	9
1.5 Spacing	9
1.6 Pagination.....	9
1.7 Paragraph Indentation.....	10
1.8 Footnotes	10
SECTION 2	11
ACADEMIC STYLE	11
2.1 Turabian Style	11
2.2 Abbreviations	12
2.3 Capitalization.....	14
Italics and Quotation Marks	18
2.5 Punctuation.....	19
2.6 Spelling.....	21
2.7 Numbers	21
2.8 Lists or Series	25
2.9 Levels of Heading	27
2.10 Outlines	29
SECTION 3	30
DOCUMENTATION	30
3.1 Academic Integrity	30
3.2 Turabian Documentation Style.....	30
3.3 Author-Date System: Reference Lists and In-Text Citations.....	31
3.4 Reference Lists	32
3.5 In-Text Citations.....	34
SECTION 4	36
DOCUMENTATION—SPECIFIC CONTENT	36
4.1 Books.....	36
4.2 Periodicals	41
4.3 Internet and Other Electronic Sources.....	44
4.4 Other Sources	46
SECTION 5	49
DOCUMENTATION—EXAMPLES	49
5.1 Books.....	49
5.2 Periodicals	51
5.3 Internet and Other Electronic Sources.....	52
5.4 Other Sources	53
SECTION 6	55
QUOTATIONS	55
6.1 Basic Format.....	55

6.2 Scripture Quotations.....	58
SECTION 7	61
THESIS FORMAT	61
7.1 Organization of Thesis	61
7.2 General Format.....	62
7.3 Title Page.....	63
7.4 Dedication	63
7.5 Table of Contents	64
7.6 Acknowledgments.....	64
7.7 List of Figures	65
7.8 List of Tables.....	65
7.9 List of Abbreviations.....	65
7.10 Glossary.....	66
7.11 Abstract	67
7.12 Levels of Heading	67
7.13 Figures and Tables.....	67
7.14 Appendixes.....	70
7.15 Reference List.....	71
7.16 Point of View.....	71
7.17 Verb Tense	72
REFERENCE LIST	74
APPENDIXES.....	75
APPENDIX A	76
SAMPLE UNDERGRADUATE PROJECT & GRADUATE ASSIGNMENT PAGES	76
APPENDIX B.....	82
ABBREVIATIONS OF BOOKS OF THE BIBLE.....	82
APPENDIX C.....	84
SAMPLE OUTLINE.....	84
APPENDIX E.....	86
SAMPLE GRADUATE THESIS PAGES	86

INTRODUCTION

Academic writing reflects the cognition, learning, organization, and research of the student. The *MAGU Form and Style Guide* presents an overview of academic writing for MAGU. It specifies the writing preferences of the university (e.g., title page, levels of heading, and appendixes) and presents guidelines on format, academic style (e.g., capitalization, punctuation, etc.), and documentation. These guidelines provide a degree of uniformity to the academic writing process. The intent of the form and style guidelines is to assist students to develop their writing skills into acceptable form and to prepare students for further academic and professional writing.

The *MAGU Form and Style Guide* is the style standard for all academic levels at MAGU . Berean School of the Bible (BSB) assignments should conform to the style requirements listed in appendix A. Undergraduate projects and graduate assignments and theses should conform to the guidelines for form and style as specified in this guide unless the Office of the Deputy Vice Chancellor of the Dean of Faculty in which a student is enrolled grants special written approval for a student to use an alternative academic style.

Students studying at any MAGU level may contact the Dean of the respective faculty for additional information on issues relating to form and style. Graduate-level students should contact their MAGU mentor for specific questions relating to academic form and style. Additional examples, explanations, and resources regarding form and style are available from the Internet and university libraries.

SECTION 1

GENERAL FORMAT

1.1 Title Page

1.1.1 Title Page Requirements

All MAGU undergraduate *projects* and graduate *assignments* must have a title page. The title page must contain the title, student information, submission statement, name of university, and date. See the sample undergraduate project title page and the sample graduate assignment title page in appendix B for proper format.

1.1.2 Title

The title is centered two inches (5 cm) from the top of the page in uppercase letters. Titles of more than forty-eight characters should be divided and placed on two or more lines in inverted pyramid order (i.e., the first line is longer than the second, the second longer than the third, etc.) and double-spaced. The title should be brief and identify the paper explicitly.

1.1.3 Student Information

The student information is typed five line spaces below the title. The word *By* (not italicized), the student's name, the student's number and office code, and the name of the Graduate Studies Center (if applicable) are each centered on a separate line, in mixed case letters, and double-spaced.

1.1.4 Submission Statement

The following submission statement is typed five blank line spaces below the student information in mixed case letters, centered, and double-spaced.

Example—Undergraduate Project Submission Statement. See Appendix B for Sample Project Title Page.

A Project

Submitted to the Faculty

In Partial Fulfillment of the Requirements for

Course Number

Course Title

Example—Graduate Assignment Submission Statement. See Appendix B for Sample Assignment Title Page.

Unit (Number) or Final Assignment

Submitted to Dr. (Name of Mentor)

In Partial Fulfillment of the Requirements for

Course Number

Course Title

1.1.5 University and Date

The name of the university and the date, which are each centered on a separate line, are typed five line spaces below the submission statement in mixed case letters and double-spaced.

1.1.6 Bottom Margin

A two-inch (5 cm) bottom margin is required on the title page. Using the line spacing above, there will be a two-inch margin if the title has two lines. If the title is longer or shorter than two lines (or if a Learning or Studies Center is not listed), the spacing between the sections of the title page will need to be adjusted to maintain a two-inch (5 cm) bottom margin. There should be an equal amount of space between the sections of the title page.

1.2 Student Information Header

To ensure accurate record keeping, MAGU requires that the following pertinent student information appear on the line after the page number in the header of *each* page of an undergraduate project, graduate assignment, or rough draft of a thesis.

First Name/Family Name, Student Number

Course Number/Course Title

1.3 Margins

1.3.1 Basic Format

Margins should be set at one inch (2.54 cm) on all sides of the text (left, right, top, and bottom). Page numbers, which are added with the insert function, violate the top margin.

1.3.2 Flush-Left Style—Not Justified Style

Use the flush-left style feature and leave the right margin *ragged* or uneven; do not use the

“justification” word processing feature, which makes all lines the same length. Words should not be divided and hyphenated at the end of a line; instead, let a line run short.

1.4 Font

1.4.1 Times New Roman

Use Times New Roman font for all papers, proposals, and theses. In some cases, different fonts may be acceptable in the appendixes of the thesis (e.g., letters, tracts, or supplementary materials that were scanned for use in the thesis).

1.4.2 12-Point Font All fonts should be 12-point font size. Use the same font throughout the paper or thesis. Exceptions can be made for students with visual disorders. Exceptions to font size are also acceptable in tables and figures.

1.4.3 Font Features

MAGU requires that students with access to word processors use italics rather than underlining for book and journal titles, etc. See section 2.4.1.3 for further explanation. Use italics for foreign words that are not in common English usage. In other instances, use italics discretely to place proper emphasis on the text while conforming to accepted academic form and style. Do not use boldface or colored text in student papers or theses.

1.5 Spacing

1.5.1 Line Spacing

Double-spacing is required throughout most of a student paper or thesis. MAGU requires single-spacing for (a) reference list entries (double-spacing is required *between* entries), (b) block quotations, (c) headings, and (d) content footnotes. Content within tables or figures may also be single-spaced.

1.5.2 Spacing between Sentences and after Colons

Only one space follows punctuation that ends a sentence (i.e., periods, exclamation points, and question marks). Only one space follows a colon.

1.6 Pagination

1.6.1 Placement of Page Numbers

All page numbers should appear as a header one-half inch (1.27 cm) from the top edge and one inch (2.54 cm) from the right-hand edge of the page. Page numbers, which are added by using the insert function on a word processor, will violate the one-inch (2.54 cm) top margin.

1.6.2. Arabic Numerals

Number the pages of a student paper or assignment consecutively in arabic numerals.

1.6.3 Title Page

The title page is counted in the pagination sequence but the numeral does not appear on the page.

1.6.4 Font

Use 12-point Times New Roman font (not italics or bold) for the pagination default on your word processor.

1.7 Paragraph Indentation

Paragraphs should be indented one-half inch (1.27 cm) and be at least two sentences in length; avoid the use of single-sentence paragraphs.

1.8 Footnotes

1.8.1 Documentation Footnotes

MAGU requires the use of parenthetical author-date reference citations to document the source of quotations, concepts, or statements (see sections 3.3.1 and 3.3.4).

Thus, do *not* use footnotes to document sources.

1.8.2 Content Footnotes

1.8.2.1 Definition. Content footnotes are footnotes that supplement or augment information in the text. Limited use of content footnotes is permissible.

1.8.2.2 Numbering. Footnotes should be numbered consecutively as they appear in the text. The place in the text at which a footnote is introduced should be marked with a superscript arabic numeral (e.g., 1) following the punctuation mark.

1.8.2.3 Placement. Footnotes should begin at the bottom of the page on which they are referenced. A separator or solid line of two inches (5 cm) should be placed between the text and the first footnote. If the footnote is continued on a second page, another separator should be inserted on the following page.

1.8.2.4 Font. Footnote numbers and footnote text should be in 10-pt. font size (the default font size for footnote numbers and text on most word processors).

1.8.2.5 Format. Each footnote should (a) begin on a new line, (b) be indented one-half inch (1.27 cm) on the first line, and (c) be single-spaced with one blank line (12 points) between entries.

SECTION 2

ACADEMIC STYLE

2.1 Turabian Style

2.1.1 Academic Style—Definition

Academic style refers to the style standard accepted by a college or university for academic writing. Most universities adopt an academic style that is compatible with the academic disciplines of the university and modify that style to meet their specific criteria.

2.1.2 Turabian Style

2.1.2.1 MAGU' style standard—Turabian. MAGU has adopted Turabian academic style with modification for student papers and theses. Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations* was designed as a guide to acceptable style for formal papers. The guidelines and examples in the *MAGU Form and Style Guide* are based on Turabian style. Because MAGU's style guide does not contain all the guidelines a student needs for writing a paper or thesis, students are advised to obtain a copy of the current edition of Turabian's *Manual* listed below:

Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed., rev. John Grossman and Alice Bennett. Chicago: University of Chicago Press.

2.1.2.2 MAGU's style guide not in Turabian style. The *MAGU Form and Style Guide* is itself *not* a model of Turabian style. See the sample project/assignment pages in appendix B and the sample graduate thesis pages in appendix E for models of Turabian style.

2.1.3 CMS Style

2.1.3.1 Turabian style based on CMS style. Guidelines and examples in Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations* are based on the style guidelines in the more extensive *Chicago Manual of Style*. The editorial style of the *Chicago Manual of Style* is referred to as CMS style. For style issues not addressed in Turabian's *Manual*, refer to the current edition of the *Chicago Manual of Style* listed below:

University of Chicago Press. 2003. *The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press.

The *Chicago Manual of Style* Web site at www.chicagomanualofstyle.org/ is also a helpful resource for questions on CMS style.

2.2 Abbreviations

2.2.1 Types of Abbreviations

In this style guide, *abbreviation* is used for the following three types of terms:

1. Acronyms: Terms based on the first letters of the elements of a name and read as single words (e.g., NATO, AIDS, UNICEF, etc.).
2. Initialisms: Terms read as a series of letters, rather than as single words (e.g., AG, CNN, FFFM, etc.). Contractions: Abbreviations that include the first and last letters of a word (e.g., Dr. for Doctor) or shortened forms of a full word (e.g., vol. for volume).

2.2.2 When to Use Abbreviations

2.2.2.1 Terms used five or more times. Abbreviations should be used only if the terms are used five or more times in a paper. The terms should be spelled out the first time they are used followed by the abbreviation in parentheses. Use only the abbreviation in subsequent references to the term.

The Finnish Free Foreign Mission (FFFM) began the work in Kenya in 1949. . . . The FFFM emphasized that national evangelists and pastors should be involved in the work.
--

2.2.2.2 Parenthetical material, parenthetical references, reference lists, tables, and figures. Abbreviations are preferred in parenthetical material, parenthetical references, reference lists, tables, and figures. Abbreviations are generally not used in the text of a paper except for those instances listed in sections 2.2.2.3–2.2.2.7.

(e.g., title page, table of contents, etc.)	(1 Sam. 5:15)
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Terms such as *editor*, *translator*, *volume*, *revised*, *enlarged*, etc., are abbreviated in reference list entries. The names of countries, states, provinces, etc., are also abbreviated in reference list entries. Abbreviate names of states using the official U.S. Postal Service abbreviations.

Blenkinsopp, Joseph. 1996. <i>A History of Prophecy in Israel</i> . Rev. and enl. ed. Louisville, KY: Westminster John Knox.
--

2.2.2.3 Forms of address. Forms of address are always abbreviated (e.g., Mr., Mrs., or Dr.) whether used with the full name or the surname only.

2.2.2.4 before names of Christian saints. *Saint* is abbreviated when it appears before the name of a Christian saint (e.g., St. Thomas Aquinas).

2.2.2.5 Academic titles. Academic titles are abbreviated in both reference lists and in the text. Abbreviations for academic titles follow full names and are set off by two commas. Do not use the form of address (e.g., Dr.) if the academic title is listed after the name.

Gibbs, D.Min., served as chairman of the committee
--

2.2.2.6 *Religious, professional, and military titles.* Abbreviate religious, professional, and military titles unless the title is preceded by *the*. Spell out the title if preceded by *the*. Titles, spelled out or abbreviated, are used only when followed by the person's full (first and last) name. Do not use the titles with a surname alone.

Correct Use of Titles:	Rev. Charles T. Crabtree	the Reverend Charles T. Crabtree
Incorrect Use of Titles:	Rev. Crabtree the Rev. Crabtree	Reverend Crabtree the Reverend Crabtree

2.2.2.7 *Familiar abbreviations.* Certain familiar abbreviations (e.g., IQ or DNA) are almost always used in their abbreviated form and can be used without explanation.

2.2.3 When Not to Use Abbreviations

2.2.3.1

Terms used less than five times within text. Do not use an abbreviation if the abbreviation will be used less than five times in the text of a paper.

2.2.3.2 *Books of Bible within text.* Books of the Bible should be spelled out within the text of a paper.

In Philippians 2:3–4, Paul instructs believers to imitate Christ's humility.
--

2.2.3.3

Geographical names within text. Spell out the names of countries, states, provinces, and the like within the text of a paper.

2.2.3.4

Compass points and terms for streets within text. Spell out compass points and terms such as *street*, *avenue*, and *boulevard* in the text of a paper.

MAGU is located at 1211 South Glenstone Avenue in southeast Springfield.
--

2.2.3.5

Terms of measure. Terms of measure (e.g., distance, volume, weight, etc.) are not abbreviated in text in nontechnical writing (Turabian 1996, 20).

Eight inches	seventeen centimeters	150 miles
125 pounds	fifty kilometers	seven ounces

2.2.3.6 *Additional guidelines.* See pages 14–25 of Turabian's *Manual* (6th ed.) for additional guidelines on the use of abbreviations.

2.2.4 Periods with Abbreviations: General Guideline

Use periods with abbreviations that appear in lowercase letters; do not use periods with abbreviations that appear in capital letters (Turabian 1996, 15).

e.g. i.e.	p.m.	vol.	etc.	AGWM	UN	OPEC	BBC
-----------	------	------	------	------	----	------	-----

2.2.5 Periods with Abbreviations: Exceptions

2.2.5.1 After initials used for given names. Periods are used after initials standing for given names (e.g., C. S. Lewis).

2.2.5.2 After academic degrees and professional titles. MAGU prefers that periods be used after abbreviations for academic degrees and professional titles (e.g., Ph.D., D.Min., B.A., M.A., M.S., M.D., D.D.S., etc.).

2.2.5.3 "U.S." preferred. The abbreviation for *United States* is traditionally used with periods (University of Chicago Press 2003, 568). The abbreviation may be used in text when the word is used as an adjective.

Membership in U.S. churches has increased in the past decade.

When the word is used as a noun, it must always be spelled out.

Church membership in the United States has increased in the past decade.
--

2.2.6 Space or No Space Between Letters

2.2.6.1 No space between letters in acronyms and initialisms. Do not insert a space between the letters of acronyms (e.g., OPEC, UNESCO, etc.) and initialisms (e.g., YMCA, UN, M.A., B.S., etc.).

2.2.6.2 No space in an abbreviation with a single letter and a contraction. Do not insert a space when part of an abbreviation is a single letter and part is a contraction or shortened word (e.g., D.Min., Ph.D., etc.).

2.2.6.3 Space between the initials of personal names. Insert a space between the initials of personal names (e.g., F. F. Bruce).

2.3 Capitalization

2.3.1 Basic Capitalization Guidelines

2.3.1.1 Proper nouns and adjectives. In English, proper nouns and adjectives are capitalized.

Napoleon	Brussels, Belgium	Eiffel Tower	African nations
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2.3.1.2 Proper nouns and adjectives part of everyday language. Proper nouns and adjectives that have become a part of everyday language are not capitalized (e.g., india ink, arabic numeral, french fries, etc.). Consult *Merriam Webster's Collegiate Dictionary* for guidance on capitalizing specific proper nouns and adjectives.

2.3.2 Capitalization Guidelines for Religious Names and Terms

2.3.2.1 *Names of deities.* Capitalize the names of deities, whether in monotheistic or polytheistic religions (University of Chicago Press 2003, 347).

God Jesus Jehovah Yahweh Satan (<i>but</i> the devil) Allah
--

Alternative or descriptive names for God are also capitalized.

the Almighty the Holy Spirit the Lord the Trinity Son of God
--

2.3.2.2 *Pronouns referring to God, Jesus, and the Holy Spirit.* MAGU requires that personal pronouns referring to God, Jesus, and the Holy Spirit be capitalized. MAGU's guideline on the capitalization of personal pronouns referring to God is a departure from guidelines in both the *Chicago Manual of Style* and the *SBL Handbook of Style*.

God demonstrated His love by sending His Son into the world to redeem mankind.
--

2.3.2.3 *Names and versions of the Bible and revered works of other religions.* Capitalize, but do not italicize, names of the Bible, versions of the Bible, and revered works of other religions. Note that *biblical*, the adjective form of *Bible*, is not capitalized. MAGU requires that both the noun and adjective forms of *Scripture* be capitalized when referring to the Bible (a departure from CMS style). The adjective form, *scriptural*, is not capitalized.

Bible; biblical the Law	Scripture(s); scriptural Qur'an	the Revised Standard Version Sutra
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2.3.2.4 *Books of the Bible and sections of the Bible.* Capitalize, but do not italicize, the names of books of the Bible. "The word *book* is usually lowercased, and the words *gospel* and *epistle* are usually capitalized" (University of Chicago Press 2003, 351).

Exodus; the book of Exodus	the Psalms; a psalm
Matthew, the Gospel of Matthew	Acts; the Acts of the Apostles
Galatians, the Epistle to the Galatians	the Gospel writers

The word *gospel* is not capitalized when the term is used as a noun or an adjective to mean "the good news."

We are exhorted to take the gospel of Jesus Christ to all nations.
Christians must endeavor to preach the gospel message to all the world.

2.3.2.5 *Names of religious groups.* Capitalize the names of major religions, denominations, sects, orders, and religious movements.

Christianity; Christian Protestantism; Protestant Mormon	Buddhism; Buddhist Catholicism; Catholic	Judaism; Jew Mormonism;
--	---	----------------------------

MAGU requires that the noun forms of both *Pentecostal* and *Charismatic* be capitalized. The adjective form of these words is not capitalized.

doctrine of a Pentecostal worship style of a Charismatic	pentecostal believer charismatic prayer group
---	--

2.3.2.6 Church. Capitalize the word *church* when it is part of the name of a denomination or a specific local church.

the Church of England	First Assembly of God Church
-----------------------	------------------------------

Do not capitalize *church* if the reference is not to a specific church.

There is only one Assemblies of God church in the city of 75,000 people.
--

Do not capitalize *church* when used for organized Christianity as an institution in the noun or adjective forms.

the early church	church and state	the church fathers
------------------	------------------	--------------------

2.3.2.7 Additional guidelines. For additional guidelines on the capitalization of religious names and terms, refer to pages 347–353 of the *Chicago Manual of Style* (15th ed.). Another valuable resource is the *SBL Handbook of Style*, particularly “Appendix A: Capitalization and Spelling Examples.” Full bibliographic information on this handbook is listed in the reference list of the *MAGU Form and Style Guide*.

2.3.3 Headline-Style Capitalization

2.3.3.1 Headline-style

capitalization used for titles of works within text. Titles within the text of a paper should be capitalized using headline-style capitalization.

2.3.3.2

Headline-style capitalization used for titles of works in reference list.

MAGU requires that titles in the reference list be capitalized using headline-style capitalization, the style preferred for reference lists in the humanities. This is a variation from the guidelines in Turabian’s *Manual* and the *Chicago Manual of Style*, which indicate that titles in reference lists should be capitalized using sentence-style capitalization, the

style more commonly used in reference lists in the sciences. MAGU’s variation in capitalization style is permissible in Turabian and CMS documentation (University of Chicago Press 2003, 596).

2.3.3.3 Format for headline-style capitalization. The first and last words of the title and all major words (nouns, pronouns, verbs, adjectives, adverbs, and longer conjunctions) are capitalized in headline-style capitalization. The first word after a colon or a dash in a title is also capitalized. Articles, prepositions, *to* used as an infinitive, and short coordinating conjunctions (*and*, *but*, *or*, *nor*, *for*) should not be capitalized. See section 2.4 for the proper use of italics and quotation marks with titles.

“The Purpose of Signs and Wonders”	Journal Article Title In Text
The Purpose of Signs and Wonders	Journal Article Title in Reference List
<i>Through the Centuries: A History of the Church</i>	Book Title (Text and Reference List)

2.3.3.4 Capitalization of hyphenated titles. Always capitalize the first element of a hyphenated title. Capitalize subsequent elements unless they are articles, prepositions, or coordinating conjunctions. Do not capitalize the second element in a hyphenated number

Record-Breaking Church Attendance”	<i>Computer-Generated Music</i>
“Church Growth in the Twenty-first Century”	<i>Cross-Cultural Ministry</i>
“On-the-Job Training for Missionaries”	<i>A Run-in with Authorities in China</i>

If the first element of a hyphenated title is a prefix that cannot stand by itself as a word (e.g., *pre*, *anti*, *re*, etc.), do not capitalize the second element unless it is a proper noun or adjective. See section 4.7 of Turabian’s *Manual* (6th ed.) for further guidelines on the capitalization of hyphenated titles.

<i>Re-thinking Theological Education</i>	“Growth in Mid-Atlantic Region”
--	---------------------------------

2.3.4 Sentence-Style Capitalization

2.3.4.1 Sentence-style capitalization used for some levels of heading. Use sentence-style capitalization for fourth- and fifth-level headings. See section 2.9.3.

2.3.4.2 Format for sentence style capitalization. Only the first word of the heading and any proper nouns or adjectives are capitalized in sentence-style capitalization. The following example shows the proper capitalization of a fourth-level heading.

Christianity spreads to Asia Minor

Italics and Quotation Marks

2.4.1 Italics

2.4.1.1 Titles of books and periodicals. The titles of books, periodicals (journals, magazines, and newspapers), and pamphlets are italicized in both the text of the paper and in the reference list. See guidelines in sections 4.1.3 and 4.2.4.

2.4.1.2 Emphasis. Use italics for emphasis but do so infrequently; overuse of italics causes them to lose their effectiveness.

These titles are *not* enclosed in double quotation marks in the reference list.

2.4.1.3 Italics with other punctuation. The punctuation immediately following italics (except parentheses, brackets, or quotation marks) must also be italicized.

2.4.1.4 Italics vs. underlining. MAGU prefers that italics be used for book and periodical titles and for emphasis. If a student does not have the use of a word processor, these titles and words to be emphasized may be underlined. “Never use both italics and underlining in the same manuscript, however” (Turabian 1996, 68).

2.4.1.5 Foreign words. Italicize foreign words and phrases. If the foreign word is used several times in a paper, it should be italicized only the first time it appears in the paper. If the word appears only a few times, the italics may be retained throughout the paper. If a translation follows the foreign word, it is enclosed in parentheses. Foreign words familiar to most readers and listed in a dictionary (e.g., vis-à-vis, agape, etc.) need not be italicized.

The legal term *plagiarism* is derived from the Latin word *plagium* (kidnapper).

2.4.1.6

Words and phrases used as words; letters used as letters. Italicize a word or letter that is not used functionally but rather refers to the word or letter itself.

The word *book* is usually lowercased. Use lowercase letters *a*, *b*, and *c*.

2.4.1.7 Italics vs. quotation marks. MAGU prefers that foreign words and phrases used as words be italicized. If a student does not have the use of a word processor, foreign words and phrases used as words may be enclosed in double quotation marks.

2.4.2 Double Quotation Marks

2.4.2.1 Titles of articles, chapters, dissertations, and unpublished works within text.

The titles of periodical articles, chapters, dissertations, and unpublished works are enclosed in double quotation marks in the text of the paper. These titles are *not* enclosed in quotation marks in a reference list entry.

Monroe Brewer's article, "Church-Based Missionary Training," gave added insight.

2.4.2.2 Short quotations and dialog. Quotations of fewer than forty words and dialog are enclosed in double quotation marks. See section 6.1.1 for guidelines on formatting short quotations.

2.4.2.3 Quotation marks with other punctuation. Quotation marks follow a comma or period.

The baptism in the Spirit is an empowering experience," stated the pastor.

The pastor stated, "The baptism in the Spirit is an empowering experience."

Quotation marks precede colons, semicolons, question marks, and exclamation points unless a question mark or exclamation point belongs with the quoted material.

The pastor stated, "The baptism in the Spirit is an empowering experience"; he then explained the benefits of receiving this experience.

What did he mean when he said, "The baptism is an empowering experience"?
The pastor asked, "Do you want to receive the baptism in the Spirit?"

2.4.3 Single Quotation Marks

Use single quotation marks within double quotation marks. The punctuation guidelines for single quotation marks are the same as those listed in section 2.4.2.3.

He told the crowd, "I want to hear you say, 'Yes, I believe.'"

2.5 Punctuation

2.5.1 General Punctuation Guidelines

General guidelines on the various marks of punctuation are not given in this style guide.

Refer to pages 50–63 of Turabian's *Manual* (6th ed.) for basic punctuation guidelines.

2.5.2 Commas

The guidelines in this section do not cover all of the many uses of the comma. These guidelines deal only with those uses of the comma with which students have the most difficulty. Refer to pages 52–56 of Turabian's *Manual* for a complete list of guidelines on

the use of commas.

2.5.2.1 Used to join two independent clauses. Place a comma before the coordinating conjunction (*and, but, or, nor, for*) in sentences containing two independent clauses.

This first miracle in Cana revealed His glory, and His disciples put their faith in Him.

2.5.2.2 Used in a series of three or more elements. Use a comma to separate the elements in a series of three or more elements. Turabian and MAGU style require that a comma be placed before the conjunction joining the last two elements of a series.

The apostles' ministry was marked by signs, wonders, and healings.

2.5.2.3 Used after introductory phrases. Use a comma after an adverbial or participial phrase at the beginning of a sentence.

After their arrival, the apostles reported all that God had done through them.

2.5.2.4 Used to set off nonrestrictive clauses. Use commas to set off a nonrestrictive clause from the rest of the sentence. A nonrestrictive clause is a clause that could be omitted without changing the essential meaning of the sentence.

The students, who all wore academic regalia, marched into the chapel for the graduation.

2.5.2.5 Not used to set off restrictive clauses. Do not use commas to set off a clause that is restrictive (essential) to the meaning of the sentence.

The students who graduated with honors wore gold honor cords.

2.5.2.6 "That" used for restrictive clauses; "which" used for nonrestrictive clauses. The relative pronoun *that* is used to introduce restrictive clauses, clauses that narrow a category and are essential to the meaning of the sentence. MAGU prefers that the relative pronoun *which* be used to introduce nonrestrictive clauses, clauses that do not narrow a category but add something about the item being discussed (clauses that are not essential to the meaning). Commas are not used to set off the restrictive clauses beginning with *that*. Commas are used to set off the nonrestrictive clauses beginning with *which*.

Administrators from universities that offer an M.Div. program will be at the seminar.

MAGU, which is located in Springfield, Missouri, now offers an M.Div. program.

2.5.2.7 Interjections and conjunctive adverbs. Interjections and conjunctive adverbs are set off with commas if they cause a distinct break in the flow of a sentence.

Do not, however, supply full given names for those authors who always use initials only.

If such elements do not break the flow of the sentence, commas are not used.

It is therefore clear that the students were not prepared for the test.

2.5.2.8 *Commas used before and after “etc.”* Use commas before and after the abbreviation *etc.*

Do not include the words <i>ed.</i> , <i>trans.</i> , <i>etc.</i> , in the in-text citation.
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2.6 Spelling

2.6.1 Standard Spelling Reference

Merriam Webster’s Collegiate Dictionary is the standard spelling reference for student papers and theses. When the dictionary gives a choice of two spellings, use the spelling listed first.

2.6.2 American vs. British Spelling

It is acceptable to use either the American or British variation of English spelling, whichever is customary for the MAGU student.

2.7 Numbers

2.7.1 General Rules

2.7.1.1 *General rule.* Spell out whole numbers from one through one hundred, round numbers (hundreds, thousands, hundred thousands, and millions), and any number beginning a sentence. Use numerals for other numbers.

thirty-three colleges	one hundred students	five thousand years
two hundred girls	101 members	1, 252 men

The general rule applies to ordinal numbers as well.

thirty-first floor	five thousandth person	101st day
--------------------	------------------------	-----------

The number before a book of the Bible is spelled out at the beginning of a sentence.

First Corinthians 13 was the reading for today’s service.

2.7.1.2 *Numbers in the millions or more.* Numbers in the millions or more are given in a

mixture of numerals and the spelled out numbers (e.g., *million*, *billion*, etc.), especially when the numbers are fractional (e.g., 2.5 million citizens).

2.7.1.3 Commas in numbers. Numbers of four or more digits (except for four-digit page numbers and four-digit years) require commas.

5,678 students	population of 135,566	1295 B.C.
----------------	-----------------------	-----------

2.7.1.4 En dash for inclusive numbers. MAGU requires that those students who have word processors use an en dash (–) rather than a hyphen for inclusive numbers. Those students who do not have access to a word processor may use a hyphen. This guideline is a variation from that listed in Turabian’s *Manual* (6th ed.)

pages 76–85	enrollment for 2000–2003	ages 5–10
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Do not use an en dash if the words *from* or *between* is used before the first of a pair of numbers.

Attendance in adult Christian education increased 25 percent from 2002 to 2003.

2.7.2 Consistency of Numbers within a Sentence, Paragraph, or Series of Paragraphs
Follow the guidelines in the *Chicago Manual of Style* listed below: Where many numbers occur within a paragraph or a series of paragraphs, maintain consistency in the immediate context. If according to rule you must use numerals for one of the numbers in a given category, use them for all in that category. In the same sentence or paragraph, however, items in one category may be given as numerals and items in another spelled out. (University of Chicago Press 2003, 381)

Enrollment in the course increased from 85 students in 2002 to 125 students in 2003.
Note: Because numbers both below one hundred and above one hundred are used in referring to students, both numbers referring to students must be given in numerals.

Between 2,550 and 3,000 congregants worship each Sunday in the three-story building.
Note: The latter number (3,000) would be expressed as <i>three thousand</i> if it appeared alone in a sentence or paragraph. Because numerals are required for the first number (2,550), numerals are used for all other numbers in that category. The <i>three</i> in <i>three-story building</i> is spelled out, as it would be following the general rule, because it refers to a different category.

2.7.3 Physical Quantities

2.7.3.1 General Contexts. Physical quantities such as lengths, distances, and time

are treated according to the general rule.

fifteen minutes	seventy-nine degrees	one hundred centimeters
101 kilometers	125 feet	1,250 miles

2.7.3.2 Simple fractions. Simple fractions are spelled out (e.g., two-thirds cup).

2.7.3.3 Whole numbers plus fractions. A unit consisting of a whole number and a fraction should be expressed in numerals (e.g., 2¼ feet, 1¾ miles, etc.).

2.7.4 Percentages and Decimal Fractions Percentages and decimal fractions are always expressed in numerals. In the humanities style used by MAGU, *percent* is spelled out.

45 percent of churches	interest rate of 5.9 percent	80–85 percent of the students
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2.7.5 Currency

2.7.5.1 U.S. Currency. The general rule for numbers also applies to amounts of money in U.S. currency. “If the amount is spelled out, so are the words *dollars* and *cents*; if numerals are used, the dollar sign (\$) precedes them” (Turabian 1996, 28). Like other decimal fractions, fractional amounts of money over one dollar are expressed in numerals.

one hundred dollars total	\$101 in expenses	\$1.55 for each book
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2.7.5.2 Monetary amounts in the millions or more. Like other numbers in the millions or more, large sums of money are given in a mixture of numerals and the spelled out numbers (e.g., \$15 billion, \$4.5 million).

2.7.6 Dates

2.7.6.1 Year alone. Years are expressed in numerals unless they are at the beginning of a sentence.

The Assemblies of God was formed in 1914.
Nineteen twenty-nine was the year that the stock market crashed in the United States.

2.7.6.2 Specific dates. Use cardinal numerals to express specific dates. Do *not* use ordinal numerals (numerals with suffixes *st*, *nd*, *rd*, or *th*) when citing dates. The form for writing the date using either month/day/year or day/month/year should be consistent throughout the paper. If using the month/day/year style, the style more common in the United States, set off the year with commas.

On December 20, 1998, a seminar was scheduled at the university.
--

With the day/month/year style, commas are not used.

The semester began on 28 August 2001.

2.7.6.3 *Month and year alone.* When month and year alone are used, do not use commas or abbreviate the month.

The study was completed in October 1999.

2.7.6.4 *Centuries.* Centuries should be spelled out in lowercase letters.

ninth century twenty-first century eighteen hundreds

2.7.6.5 *Decades.* Decades may be spelled out in lowercase letters (if the century is clear) or expressed in numerals. Either format is acceptable but be consistent in format throughout the paper. No apostrophe appears between the year and the *s* in decades expressed in numerals.

the eighties OR 1980s

2.7.6.6 *Era designations.* Era designations are capitalized without a space between letters (e.g., B.C.). MAGU prefers that students use the era designations B.C. (before Christ) and A.D. (*anno Domini*, in the year of our Lord) in lieu of B.C.E. (before the common era) and C.E. (of the common era). Note that *B.C.* follows the year and *A.D.* precedes the year.

1050 B.C. A.D. 67

2.7.7 Time of Day

2.7.7.1 *Spelled-out forms.* “Times of day in even, half, and quarter hours are usually spelled out” (University of Chicago Press 2003, 391).

Devotions began at seven o’clock in the morning.

2.7.7.2 *Numerals for exact times.* Use numerals (with zeros for even hours) if emphasizing exact times. The abbreviations a.m. and p.m. are lowercased.

The seminar will begin on June 20 at 7:30 a.m. in the MAGU chapel.

2.7.7.3 *Noon or midnight.* Do not use numerals to express noon or midnight.

The catered lunch will be served in the conference room at noon.

2.7.8 Names

2.7.8.1 Monarchs and personal names. Use capital roman numerals *after* names.

Elizabeth II	Adlai E. Stevenson III
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2.7.8.2 Dynasties, political divisions, and military units. Use ordinal numbers to designate dynasties, political divisions, and military units. The ordinal number precedes the division or unit. Numbers of one hundred or less are spelled out and capitalized. Numbers over one hundred are expressed in numerals.

Nineteenth Dynasty	105th Congress
--------------------	----------------

2.8 Lists or Series

2.8.1 Parallelism

Divide elements in a list or series into singular ideas or thoughts. Begin all elements of a series in a uniform or parallel way (e.g., with a verb, participle, noun, infinitive, etc.).

2.8.2 Run-in Lists

2.8.2.1 Unlettered lists vs. lettered lists. Do not letter the items in a run-in list unless letters are needed to clearly separate the items.

This style guide provides guidelines and examples on format, academic style, documentation, and quotations.

2.8.2.2 Format for letters. If a series is lettered, MAGU prefers that students use lowercase letters (not italicized) enclosed in parentheses.

2.8.2.3 No punctuation before parentheses if preceded by verb or preposition. “No punctuation precedes the first parenthesis if the last word of the introductory material is a verb or a preposition” (University of Chicago Press 2003, 271). See the first example in section 2.8.2.5.

2.8.2.4 Colon before parentheses if preceded by an independent clause. A colon precedes the first parenthesis if the introductory material is an independent clause. See the second example in section 2.8.2.5.

2.8.2.5 Punctuation between items. Use commas to separate items in a series that does not contain internal commas.

The Christology of Paul in Romans includes (a) redemption, (b) reconciliation, (c) regeneration, and (d) justification.

Use semicolons to separate items in a series that contains internal commas.

Reasons for the mission's failure include the following: (a) a lack of regard for the cultural, social, and economic background of the people; (b) the absence of theological education; and (c) the lack of cooperation, not only between missionaries, but also between missionaries and nationals.

2.8.3 Vertical Lists

2.8.3.1 Basic format. Vertical lists are best introduced by complete grammatical sentences followed by a colon (University of Chicago Press 2003, 272). The list is often introduced with *as follows* or *the following*.

2.8.3.2 Double-spaced with a hanging-indent format. MAGU prefers that the items in a vertical list be double-spaced. Use a hanging-indent format of one-half inch (1.27 cm) for items in the list that are longer than one line. In this case, subsequent lines are aligned with the first word following the numeral.

2.8.3.3 Unnumbered vs. numbered vertical lists. If the items in a list show steps in a procedure, suggest chronology or importance among items, or suggest relative importance, etc., use a numbered vertical list. Otherwise, use an unnumbered vertical list.

2.8.3.4 Numbered vertical lists. If the items are numbered, begin each entry with a capital letter—whether or not the entry forms a complete sentence. Do not add a period after the items in the list if the items do not consist of complete sentences.

The goals of the missiology curriculum are as follows:

1. To provide a background on the biblical basis of missions
2. To emphasize the importance of cultural context
3. To give students a brief introduction to various world religions

Do add a period after the items in a numbered vertical list if at least one entry is a complete sentence. Include no more than three sentences in each item.

Guidelines for church leadership are as follows:

1. The church board should provide governance for the local church.
2. The pastor's staff should serve in a management capacity.
3. The pastor's role is to lead as servant and shepherd. He should follow the example of Christ who "made himself nothing, taking the very nature of a servant" (Phil. 2:6).

2.8.3.5 Unnumbered vertical lists. Unless numbers are required to show steps, chronology, importance, etc., use an unnumbered vertical list. The items in an unnumbered list must each be an incomplete sentence. Often, unnumbered lists consist of items with one word or short phrases. Begin unnumbered items with lowercase letters (unless items are proper nouns or adjectives) and do not add a period after the items.

To deal with his uncertainty and insecurity, man has created alternative religions including the following:

- pantheism
- reincarnation
- relativism
- esotericism
- self-indulgence
- ritual
- manipulation
- idolatry

3.6 *MAGU prefers that bullets not be used in vertical lists.* Because bullets are considered appropriate mainly for instructional or promotional material, MAGU prefers that bullets not be used in vertical lists in student papers and theses.

2.9 Levels of Heading

2.9.1 Definition of Levels of Heading

Some papers and all theses are divided into sections and subsections. These divisions are given titles called headings, which are often designated by levels (e.g., first level, second level, etc.). The levels of heading establish via format or appearance the hierarchy of the sections. All topics of equal importance have the same level of heading throughout the paper or thesis. The principal or first-level headings have greater attention value than the lower-level headings.

2.9.2 Basic Format

2.9.2.1 Spacing before and after headings. MAGU does not require any additional line spaces before or after any level of heading. Double-spacing is continued before and after all levels of heading. If a heading is the first item on a page, it should begin on the first text line of the page.

2.9.2.2 Single-spacing between lines of headings. Although headings should be kept short, the text may require a lengthy heading. Centered headings with more than forty-eight characters should be divided and placed on two or more lines in inverted pyramid order (i.e., the first line is longer than the second, the second longer than the third, etc.) and single-spaced. Do not end a page with a heading.

2.9.3 MAGU University's Levels of Heading

MAGU's levels of heading follow the levels of heading listed on pages 11–12 of Turabian's *Manual* (6th ed.). MAGU prefers that the first-, third-, and fifth-level headings be italicized. The levels of heading are formatted as follows:

1. First level: The first-level heading is centered, italicized, and capitalized using headline-style capitalization. See section 2.3.3.3 for the format for headline-style capitalization.

2. Second level: The second-level heading is centered in regular text type and capitalized using headline-style capitalization.
3. Third level: The third-level heading is placed flush left (at left margin), italicized, and capitalized using headline-style capitalization.
4. Fourth level: The fourth-level heading is placed flush left in text type and capitalized using sentence-style capitalization. See section 2.3.4.2 for the format for sentence-style capitalization.
5. Fifth level: The fifth-level heading is run-in at the beginning of a new paragraph, italicized, and capitalized using sentence-style capitalization with a period at the end of the heading.

The levels of heading for a thesis requiring five levels of heading would be formatted as follows. These examples of levels of heading are taken from Turabian's *Manual* (1996, 11).

<i>Traditional Controversy between Medieval Church and State</i> Reappearance of Religious Legalism <i>Legalism and the Poets</i> The gospel as it is related to Jesus <i>The gospel legalized in the church.</i> The gospel that the early Christians preached within the pagan sects was also a product of their experience.

2.9.4 Determining Levels of Heading

Student papers usually require only one to three levels of heading. Each category must have at least one counterpart at the same level (although, for brevity, the following examples do not include counterparts). MAGU's formats for the various levels of heading are given below.

2.9.4.1 One level. For a short student paper, one level of heading may be sufficient. When only one level is required, use the first-level heading.

<i>Leadership Styles</i>

2.9.4.2 Two levels. When two levels of heading are required, use the first-level heading and the third-level heading.

<i>Leadership Styles</i>
<i>Biblical Patterns</i>

2.9.4.3 Three levels. When three levels of heading are required, use the first-level heading, the third-level heading, and the fifth-level heading.

Leadership Styles

Biblical Patterns

Moses' leadership style. Moses provides an example of . . .

2.10 Outlines

Some student papers require an outline of main themes, divisions, and subdivisions. See the sample outline in appendix D. Guidelines for writing an outline are listed below. MAGU's outline numbering patterns differ from Turabian's outline numbering patterns.

2.10.1 Numbering Patterns

2.10.1.1 Most outlines require three or four levels. Most outlines require only three or four levels or divisions.

2.10.1.2 Numbering pattern for outline with many levels. The first level of an outline with many levels should begin with a capital roman numeral (e.g., I, II, etc.).

2.10.1.3 Numbering pattern for outline with fewer levels. The first level of an outline with fewer levels should begin with a capital letter (e.g., A, B, etc.) or an arabic numeral (e.g., 1, 2, etc.).

2.10.1.4 Same numbering pattern throughout. Multiple outlines in a paper should follow the same numbering pattern.

2.10.2 Format of Outline

2.10.2.1 Two sections at any level. An outline must have at least two sections at any level for all divisions and all subdivisions.

2.10.2.2 Sentence or heading outline. An outline may be a sentence outline or a heading or phrase outline. The structure should be consistent and parallel for each level of each division of the outline.

2.10.2.3 Capitalization. An outline should have sentence-style capitalization at all levels.

2.10.2.4 Line spacing. Double-space (one blank line) before all items in the first three levels of an outline. Single-space (no blank line) before all items after the first three levels of an outline. Single-space the text within a section at all levels of an outline.

2.10.2.5 Indentation. Begin the first level of an outline at the left margin with a one-half inch (1.27 cm) hanging indent. Begin each level of an outline after the first level one-half inch (1.27 cm) from the previous level and use a one-half inch (1.27 cm) hanging indent.

SECTION 3

DOCUMENTATION

3.1 Academic Integrity

3.1.1 Ethics, Copyright Law, and Courtesy

Ethics, copyright law, and courtesy require a student to properly acknowledge the sources cited in a student paper or thesis. *Plagiarism*, derived from the Latin word *plagium* (kidnapper), is a legal term that denotes a violation of copyright law. Literally, the concept means *cheating* by stealing quotes, research, or concepts and attributing them to oneself.

3.1.2 Direct Quotations

Direct quotations must be clearly identified by quotation marks or a block quotation format and in-text citations.

3.1.3 Guidelines for Citing Sources

Writers *must* cite the source of a direct quotation or paraphrase. Writers must also cite the source of facts, ideas, or opinions not commonly known. As a general rule, a universally accepted fact does *not* have to be cited. For example, a student would not need to cite a source for the fact that Corinth was a major urban center located on the Isthmus of Corinth, as this fact is generally known in the biblical studies discipline.

3.1.4 Consequences of Failure to Identify Sources

Failure to identify sources may result in a failing grade, expulsion from the university, or criminal charges. Refer to the “Basic Standards of Academic Integrity” section of the respective MAGU catalog for information on the university’s policy on cheating, plagiarism, fabrication, and obtaining an unfair advantage.

3.2 Turabian Documentation Style

3.2.1 *A Manual for Writers of Term Papers, Theses, and Dissertations*—Turabian

Students must use the documentation guidelines specified in *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed.) by Kate L. Turabian.

3.2.2 *The Chicago Manual of Style*

Turabian’s *Manual* is based on the more extensive *Chicago Manual of Style*. Because the current (6th) edition of Turabian’s *Manual* contains limited information on documenting electronic

sources, the *Chicago Manual of Style* (15th ed.), revised in 2003, was consulted in compiling the guidelines and examples in this guide on documenting electronic sources.

3.3 Author-Date System: Reference Lists and In-Text Citations

3.3.1 Author-Date Documentation System

MAGU requires that students use the author-date system of documentation. This system is comprised of two elements: a *reference list* of all sources cited or quoted and brief *in-text citations* of the author, date, and page number (if required) enclosed in parentheses.

3.3.2 Reference List

The reference list provides full bibliographic details of each source cited.

Steyne, Philip M. 1992. <i>In Step with the God of the Nations</i> . Houston: Touch Publications.

3.3.3 In-Text Citation

An in-text citation briefly identifies the source in the text and refers readers to the complete entry in the reference list.

He states, "Biblical Christianity is not imprisoned in any culture" (Steyne 1992, 29).
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3.3.4 Footnotes

MAGU students should *not* use footnotes to document sources used in a student paper or thesis. The use of content footnotes, however, is permissible.

3.3.5 Author-Date System in Turabian's *Manual* (6th ed.)

3.3.5.1 Author-date guidelines in chapter 10. Turabian's *Manual* provides guidelines for both the author-date documentation system and the documentation system using footnotes. Chapter 10 of Turabian's *Manual*, "Parenthetical References and Reference Lists," gives guidelines for the author-date documentation system.

3.3.5.2 Parenthetical reference (PR) and reference list (RL) in chapter 11. Chapter 11, "Comparing the Two Systems," gives examples of both documentation systems. Each entry shows a sample footnote or note (N), a bibliography entry (B), a parenthetical reference citation (PR), and a reference list entry (RL). MAGU students should refer only to the PR (parenthetical reference citation) and RL (reference list entry) examples in chapter 11. Do *NOT* refer to the N (note) or B (bibliography entry) examples.

3.4 Reference Lists

3.4.1 Format for Reference List

3.4.1.1 Purpose. In the author-date system, the reference list is the primary medium for documentation. The in-text citations merely point the reader to the full information in the reference list.

3.4.1.2 Composition of reference list. List all sources cited in the paper in the reference list. Do *not* list sources not cited in the paper.

3.4.1.3 Line spacing. Single-space reference list entries; double-space between entries.

3.4.1.4 Paragraph format. Use a hanging indent format of one-half inch (1.27 cm) for entries longer than one line.

3.4.2 Basic Elements of Reference List Entry

3.4.2.1 Author. List the author's name (surname, given name, middle name or initial) first in the reference list entry. MAGU requires that students use the humanities style of full given names rather than initials. Do not, however, supply full given names for those authors who always use initials only (e.g., C. S. Lewis or F. F. Bruce).

3.4.2.2 Date. Give the date immediately after the name of the author(s). Because in-text citations are comprised of the name of the author(s) and the date, the date appears directly after the name in the reference list entry.

3.4.2.3 Title. List the title after the date. Capitalize the title using headline-style capitalization (see section 2.3.3.3 for format for headline-style capitalization). Note that sentence-style capitalization, commonly used for titles in reference lists in the sciences, is used in the example reference list (RL) entries in Turabian's *Manual*. MAGU, however, requires that titles in the reference list be capitalized using headline-style capitalization, which is preferred in reference lists in the humanities disciplines. This variation in capitalization is permissible in Turabian and CMS style documentation (University of Chicago Press 2003, 596).

3.4.2.4 Publication information. After the title, list the place of publication and publisher for books, or periodical title and issue information for periodicals.

3.4.3 Arrangement of Reference List Entries

3.4.3.1 Alphabetical arrangement. Arrange entries alphabetically by the authors' surnames. If no author or editor is given, alphabetize the source by the title (excluding the articles *A*, *An*, and *The*).

Reed, Lyman. 1985. *Preparing Missionaries for Intercultural Communication*. Pasadena: William Carey Library.

Reflections on Training for Mission. 1978. *Missiology: An International Review* 6, no. 2:131–138.

Reid, Daniel G., Robert D. Linder, Bruce L. Shelley, and Harry S. Stout. 1990. *Dictionary of Christianity in America*. Downers Grove, IL: InterVarsity.

3.4.3.2 *One-author entries versus multiauthor entries*. Place one-author entries before multiauthor entries.

Fee, Gordon D. 2000. *Listening to the Spirit in the Text*. Grand Rapids: Eerdmans.

Fee, Gordon D., and Douglas Stuart. 2003. *How to Read the Bible for All Its Worth: A Guide to Understanding the Bible*. 3rd ed. Grand Rapids: Zondervan.

3.4.3.3 *Successive entries, same author*. Use a 3-em dash (———) for successive entries by the same author(s) or editor(s). Successive entries are arranged chronologically by year of publication.

Ryken, Leland. 1984. *How to Read the Bible as Literature*. Grand Rapids: Academic Books.

———. 1986. *Culture in Christian Perspective: A Door to Understanding and Enjoying the Arts*. Portland: Multnomah.

3.4.3.4 *Successive entries, same author, same year*. Works by the same author in the same year are arranged alphabetically by title and are distinguished by lowercase letters *a*, *b*, *c* (not italicized), and so on after the date. The lowercase letter is included after the date in the in-text citation.

Ryken, Leland. 1987a. *Words of Life: A Literary Introduction to the New Testament*. Grand Rapids: Baker.

———. 1987b. *Work and Leisure in Christian Perspective*. Portland: Multnomah.

3.4.3.5 *Edited or translated works in successive entries by same author*. The 3-em dash replaces the name of the author only. Any abbreviations (e.g., *ed.*) after the author's name must be listed after the 3-em dash. Arrange the works in chronological order regardless of the added abbreviation. This arrangement is a change from previous *Chicago Manual of Style* guidelines (University of Chicago Press 2003, 616). In the example below, Bray is the author of the first and third entries, editor of the second entry.

Bray, Gerald L. 1979. *Holiness and the Will of God*. Atlanta: John Knox.

———, ed. 1994. *Documents of the English Reformation*. Minneapolis: Fortress.

———. 1996. *Biblical Interpretations: Past and Present*. Downers Grove, IL: InterVarsity.

3.5 In-Text Citations

3.5.1 Format for In-Text Citations

3.5.1.1 Agreement of citation and reference list entry. The author, date, and page number (if applicable) in the in-text citation must agree exactly with the corresponding reference list entry.

3.5.1.2 Basic format. Place the author's surname followed by the year of publication in parentheses. There is no intervening punctuation between surname and date.

(Ferguson 1993)

3.5.1.3 Page numbers. Do not include a page number when merely referencing a general idea. Include page numbers after the year for direct quotations, paraphrased material, and references to an idea specific to a writer or researcher. Separate year and page number with a comma.

Citation for General Idea (Keener 1993) Citation for Quotation (Hemer 1989, 151)

3.5.1.4 Same author, same year. For works by the same author in the same year, also include the lowercase letters *a*, *b*, *c* (not italicized), and so on after the date in the in-text citation.

(Ryken 1987b)

3.5.1.5 Multiple references. Separate two or more references in a single citation with semicolons. List references in alphabetical order.

(Ball 1999, 26; Mills 1988, 256; Porter and Fink 1985, 148)

3.5.1.6 Multiple references, same author. Separate two or more references to the same author with commas. If page numbers are required, separate the references with semicolons.

(Ryken 1982, 1987)

(Ryken 1982, 51; 1987, 79)

3.5.2 Placement of In-Text Citations

3.5.2.1 Before mark of punctuation. Place in-text citations just before a mark of punctuation.

He argues that Paul's purpose in Philippians is to encourage unity (Pollard 1996, 45).

3.5.2.2 After author's name. If the author's name appears as part of the narrative, do not repeat it in the in-text citation. Enclose only the year of publication in parentheses and place the citation after the author's name. Cite any required page numbers after the paraphrased or quoted material.

Pollard (1996) argues that Paul's purpose in Philippians is to encourage unity (45).

3.5.2.3 Several references to same source within a paragraph. When citing the same page from the same source *within* a paragraph, place the in-text citation after the last reference. When citing different pages from the same source *within* a paragraph, place the in-text citation at the first reference; include only the page number in subsequent in-text citations *within* a paragraph. If the same source is cited again in the following paragraph, however, the entire in-text citation must be repeated.

The missionary training program is a two-year intensive curriculum. Students are trained in biblical, theological, missiological, pastoral, and practical studies (Harley 1991, 137). . . . The missiological studies focus on such subjects as the biblical basis of missions, cultural context, church growth, world religions, and missiological methodologies (138).

The curriculum also focuses on communication skills (Harley 1991, 137). This part of the program develops the missionary's ability to communicate vision through different media in various contexts. . .

SECTION 4

DOCUMENTATION—SPECIFIC CONTENT

4.1 Books

Include the following elements, where applicable, in the reference list entry for a book: 1. Author

2. Date
3. Title
4. Editor, compiler, or translator
5. Edition
6. Volume
7. Series title
8. Place of publication
9. Publisher

4.1.1 Author

4.1.1.1 One author. Invert the author's name, listing surname first and then given name separated by a comma. Give the author's surname and publication date in the in-text citation.

Gromacki, Robert G. 1974. *New Testament Survey*. Grand Rapids: Baker.

(Gromacki 1974)

4.1.1.2 Two or three authors. List the authors in the order listed on the title page. Invert only the first author's name. Include all authors' surnames in the in-text citation. Use the word *and* rather than an ampersand (&) between the authors' names.

Hesselbein, Frances, Marshall Goldsmith, and Richard Beckhard, eds. 1996. *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era*.
New York: Jossey-Bass.

(Hesselbein, Goldsmith, and Beckhard 1996, 53)

4.1.1.3 Four to ten authors. List all authors' names in the order listed on the title page. Invert only the first author's name. Give only the first author's name followed by *et al.* (not italicized) in the in-text citation.

Scott, Bernard Brandon, Margaret Dean, Kristen Sparks, and Frances LaZar. 1993.
Reading New Testament Greek. Peabody, MA: Hendrickson.

(Scott et al. 1993, 146)

4.1.1.4 More than ten authors. List only the first seven authors listed on the title page followed by *et al.* (not italicized). List only the first author's name followed by *et al.* (not italicized) in the in-text citation.

Grant, Edward A., Michael E. Thornburg, Thomas R. Hawkins, Kenneth R. Baker, Sarah D. Stafford, Richard A. Jenkins, Elizabeth A. Hines, et al. 1987.

Dictionary of Theological Terms. Chicago: Abbey Books.

(Grant et al. 1987, 405)

4.1.1.5 Editor in place of author. For edited, compiled, or translated works, add the abbreviations *ed.*, *eds.*, *comp.*, *comps.*, or *trans.* after the name(s), preceded by a comma. Do not include the words *ed.*, *trans.*, etc., in the in-text citation.

Tigay, Jeffrey H., ed. 1985. *Empirical Models for Biblical Criticism.* Philadelphia: University of Pennsylvania Press.

(Tigay 1985, 159)

4.1.1.6 Association as author. For works issued by an association, organization, or corporation, list the association as the author.

University of Chicago Press. 2003. *The Chicago Manual of Style.* 15th ed. Chicago: University of Chicago Press.

(University of Chicago Press 2003, 649)

4.1.1.7 No author. For works with no author, editor, or organization listed on the title page, begin the reference list entry with the title. Use an abbreviated form of the title of the work (italicized) in the in-text citation.

The Bluebook: A Uniform System of Citation. 2000. 17th ed. Cambridge, MA: Harvard Review Association.

(*Bluebook* 2000, 39)

4.1.2 Date

List the year the work was published directly after the name of the author(s). The date is usually found on the title page or the copyright page.

4.1.3 Title

4.1.3.1 Title. List the title directly after the date. Italicize the title and capitalize using headline-style capitalization. See section 2.3.3.3 for the format for headline-style capitalization.

4.1.3.2 *Subtitle*. Use a colon (also italicized) to separate the main title from the subtitle. Always begin the subtitle with a capital letter.

Talbert, Charles H. 1992. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad.

(Talbert 1992, 45)

4.1.3.3 *Chapter or other titled part of a book*. When citing a specific chapter (or other titled part of a book), list the title of the chapter after the date. Do not italicize the chapter title or enclose it in quotation marks. Add the word *In* (not italicized) and the title of the book in italics. List inclusive (first and last) page numbers of the chapter after the title of the book preceded by a comma. Do not use the abbreviations *p.* or *pp.* before the page numbers.

Ashbrook, James B., and Carol Rausch Albright. 1997. The Frontal Lobes, Intending, and a Purposeful God. In *The Humanizing Brain*, 132–152. Cleveland: Pilgrim.

(Ashbrook and Albright 1997, 142–143)

4.1.3.4 *Chapter or other titled part of a multiauthor book*. When citing a contribution to a multiauthor book, list the contributor's name first, followed by the date and the title of the chapter (not italicized). Add the word *In* (not italicized), followed by the title of the book in italics, followed by the name(s) of the editor(s). Give inclusive (first and last) page numbers of the chapter after the name(s) of the editor(s) preceded by a comma. The author(s) of the chapter are given in the in-text citation.

Adeyemo, Tokunboh. 2001. Profiling a Globalized and Evangelical Missiology. In *Global Missiology for the 21st Century*, ed. William D. Taylor, 259–270. Grand Rapids: Baker Academic.

(Adeyemo 2001, 266)

4.1.4 Editor or Translator in Addition to Author

List the name of the editor or translator if listed on the title page with the author. MAGU prefers that the words *edited by* or *translated by* be spelled out rather than abbreviated when they appear at the beginning of a segment (after a period) in a reference list entry.

Brueggemann, Walter. 1992. *Old Testament Theology: Essays on Structure, Theme, and Text*. Edited by Patrick D. Miller. Minneapolis: Fortress.

(Brueggemann 1992, 177)

4.1.5 Edition

Include the edition number after the title if the work is not the first edition. Express the edition number in ordinal form. Note that the *Chicago Manual of Style* (15th ed.) revised the guidelines for the abbreviations of *second* and *third*. “And we no longer urge deletion of the *n* in *2nd* or the *r* in *3rd*” (University of Chicago Press 2003, xi). Thus, CMS style now uses the abbreviations *2nd* and *3rd*.

Hesselgrave, David J. 1991. *Communicating Christ Cross-Culturally*. 2nd ed. Grand Rapids: Zondervan.

(Hesselgrave 1991, 51)

4.1.6 Volume

4.1.6.1 Format of volume numbers. Use arabic numerals for volume numbers even if the volume numbers appear in roman numerals in the original source. Volume numbers follow any edition numbers.

4.1.6.2 Multivolume work as a whole. List the total number of volumes if the multivolume work is cited as a whole.

Bromily, Geoffrey W., ed. 1979–1988. *International Standard Bible Encyclopedia*. Rev. ed. 4 vols. Grand Rapids: Eerdmans.

(Bromily 1979–1988)

4.1.6.3 Single volume of multivolume work with same volume titles. List the individual volume number if a single volume of the multivolume source is cited.

Barrett, David B., George T. Kurian, and Todd M. Johnson. 2001. *World Christian Encyclopedia: A Comparative Survey of Churches and Religions in the Modern World*. 2nd ed. Vol. 2. Oxford: Oxford University Press.

(Barrett, Kurian, and Johnson 2001, 79)

4.1.6.4 Separately titled volume in a multivolume, edited work. When citing a Separately titled volume in a multivolume, edited work, first list the author, date, and title of the specific volume cited. Then add the volume number followed by the title of the multivolume work, followed by the name(s) of the editor(s) of the multivolume work.

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

(Winter and Clarke 1993, 85)

4.1.6.5

Chapter or other titled part of a separately titled volume in a multivolume, edited work. When citing a specific chapter (or other titled part) of a separately titled volume in a multivolume, edited work, first list the author, date, and title of the chapter (not italicized). Add the word *In* (not italicized) and the title of the volume in italics, followed by the editor(s) of the volume, followed by the inclusive page numbers of the chapters. Then add the volume number followed by the title of the multivolume work in italics, followed by the names of the editor(s) of the multivolume work. Give the author of the chapter in the in-text citation.

Bauckham, Richard. 1993. The Acts of Paul as a Sequel to Acts. In *The Book of Acts in Its Ancient Literary Setting*, ed. Bruce W. Winter and Andrew D. Clark, 105–152. Vol. 1 of *The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter. Grand Rapids: Eerdmans.

(Bauckham 1993, 147)

4.1.7 Series Title

4.1.7.1 Series title. For sources that are part of a series, include the series title after the title of the book. Do not italicize the series title or enclose it in quotation marks; use headline-style capitalization.

France, R. T. 1985. *The Gospel According to Matthew*. The Tyndale New Testament `Commentaries. Grand Rapids: Eerdmans.

(France 1985, 149)

4.1.7.2 Numbered series. If the series is numbered, include the number immediately after the series title with no intervening punctuation unless the words *vol.* or *no.* are used.

McEvenue, Sean E. 1990. *Interpreting the Pentateuch*. Old Testament Studies 4. Collegeville, MN: Liturgical.

(McEvenue 1990, 38)

4.1.8 Place of Publication

4.1.8.1 City. List the city in which the book was published. The place of publication is usually found on the title page or the copyright page.

4.1.8.2 Two or more cities. If two or more cities (e.g., New York and London) are given on the title page, include only the first city in the reference list entry.

4.1.8.3 State, province, or country. If the city is not well known or can be confused with another city (e.g., Springfield, Missouri, with Springfield, Massachusetts), also include the abbreviation of the state (use U.S. Postal Service abbreviations), province, or country.

McGee, Gary B. 1997. *People of the Spirit: The Assemblies of God*. Springfield, MO: Gospel Publishing House.

(McGee 1997)

4.1.9 Publisher

Give the name of the publisher in as brief a form as possible. Abbreviations such as *Inc.*, *Co.*, & *Co.*, *Ltd.*, and *S.A.* following a publisher's name are omitted in the reference list entry. An initial *The* in a publisher's name is omitted. The words *Publishing Company* and *Press* may also be omitted. Do not omit *Press* from the name of a university press, as the university itself may also issue publications. The word *Books* is usually retained. MAGU prefers that *and*, rather than an ampersand (&), be used in a publisher's name (e.g., Harper and Row rather than Harper & Row).

4.2 Periodicals

Include the following elements, where applicable, in the reference list entry for a periodical:

1. Author
2. Date
3. Title of article
4. Title of periodical
5. Issue information
6. Page numbers

4.2.1 Author

4.2.1.1 Author. Give the full name of the author or authors. Follow the formatting guidelines for author in section 4.1.1.

4.2.1.2 No author. If no author is given for a periodical article, list the title of the article in place of the author's name. Do not italicize the title or enclose it in quotation marks. Cite the title of the article in an abbreviated form in the in-text citation. The title of the article is enclosed in quotation marks in the in-text citation.

Mission Agencies in Century Twenty-one: How Different Will They Be? 1999.
International Bulletin of Missionary Research 23, no. 4:145.

("Mission Agencies" 1999, 145)

4.2.2 Date

List the year the periodical was issued directly after the author's name.

4.2.3 Title of Article

List the title of the article after the date. Do not italicize the title of the periodical article or enclose the title of the article in quotation marks. Use headline-style capitalization (see section 2.3.3.3).

Edwards, James R. 1994. The Authority of Jesus in the Gospel of Mark. *Journal of the Evangelical Theological Society* 37:217–233.

(Edwards 1994, 231)

4.2.4 Title of Periodical

List the title of the periodical immediately after the title of the article. Italicize the title of the periodical and use headline-style capitalization (see section 2.3.3.3).

4.2.5 Issue Information (Volume and Issue Numbers)

4.2.5.1 Format of volume and issue numbers. Use arabic numerals for volume and issue numbers even if the journal uses roman numerals.

4.2.5.2 Volume number. List the volume number after the journal title without intervening punctuation; do not italicize the volume number.

Leyerle, Blake. 1993. John Chrysostom on the Gaze. *Journal of Early Christian Studies* 1:159–174.

(Leyerle 1993, 163)

4.2.5.3 Issue number. If an issue number is also given, list it after the volume number, separated by a comma and preceded by the abbreviation *no.* (not italicized). It is not necessary to include the month or season if an issue number is given.

Brueggemann, Walter. 2001. Voice as Counter to Violence. *Calvin Theological Journal* 36, no. 1:22–33.

(Brueggemann 2001, 25)

4.2.6 Page Number(s)

4.2.6.1 Inclusive page numbers. Page numbers must be included in a reference list entry for a periodical. List inclusive (first and last) page numbers of the article immediately after the colon following the volume or issue number. Do not use the abbreviations *p.* or

pp. before the page numbers.

4.2.6.2 Spacing before page number(s) immediately following a volume or issue number.

There is no space between the colon and the page numbers when the page numbers immediately follow the volume or issue number.

Olson, Roger E. 1983. Trinity and Eschatology. *Scottish Journal of Theology* 36:213–215.

(Olson 1983, 214)

4.2.6.3 Spacing before page number(s) after parenthetical information (month or season).

If parenthetical information (e.g., month or season) comes between the volume number and the colon, a space follows the colon.

Pannenberg, Wolfhart. 1981. The God of History. *Cumberland Seminarian* 19 (Winter/Spring): 25–31.

(Pannenberg 1981, 30)

4.2.7 Magazines

4.2.7.1 Journal versus magazine. A *journal* is a scholarly or professional periodical available mainly through subscription (e.g., *Journal of Biblical Literature*). Cite journals by volume, issue number (where applicable), and date. A *magazine* is a weekly or monthly periodical that is more accessible to the general public and is available either by subscription or in individual issues (e.g., *Newsweek* or *Scientific American*).

4.2.7.2 Variation in format for magazine entry. Magazines are usually cited by date alone, even if the magazine has a volume and/or issue number. A comma separates the magazine title and the date of issue, which is given in the month-day style (a change from previous CMS style guidelines) (University of Chicago Press 2003, xii). A comma rather than a colon separates page numbers from the date of issue

Woodward, Kenneth L. 2001. How Should We Think About Islam? *Newsweek*, December 31, 102–103.

(Woodward 2001, 103)

4.2.8 Daily Newspapers

4.2.8.1 In-text citations only. Turabian (1996) states that “news items from daily papers are rarely listed in a bibliography or reference list. If a newspaper is cited only once or twice, a note or a parenthetical citation in the text is sufficient” (204). MAGU requires that students adhere to this guideline and cite newspaper articles in in-text citations or in the narrative of the text.

4.2.8.2 *Format of in-text citation.* Include the name of the newspaper and the date of issue in the in-text citation. The name(s) of the author or authors should be included in the narrative of the text.

In an article on persecution in China (*New York Times*, October 9, 2002), Edward Eckholm reported that a Chinese court had overturned the death sentences of several Christian leaders.

4.3 Internet and Other Electronic Sources

4.3.1 General Principles

The reference list format for books, periodicals, etc., in electronic versions is much the same as that for the print versions of these sources. In addition to the information listed for the print versions, a URL (Uniform Resource Locator) and accession date are required for material accessed on the Internet. List the medium (e.g., CD-ROM, e-book, etc.) for all other electronic sources.

4.3.2 Books on Internet

4.3.2.1 *Internet site.* After listing the information required for a book in print form, list the name of the Internet site from which the book was retrieved.

4.3.2.2 *Uniform resource locator (URL).* List the URL after the Internet source preceded by a period. Do not capitalize the first letter of the protocol (e.g., the *h* in *http*) even though it follows a period in the reference list entry. Follow the capitalization of the URL exactly as given on the Internet site, as some URLs are case sensitive. Do not underline the URL. The document in the example below is in exact facsimile copy with original page numbers; thus, a page number can be included in the in-text citation.

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*.
Chicago: University of Chicago Press. <http://press-pubs.uchicago.edu/founders/> (accessed February 1, 2004).

(Kurland and Lerner 2000, 13)

4.3.2.3 *URLs and line breaks.* The University of Chicago Press (2003) provides the following guidelines for URLs and line breaks:

In a printed work, if a URL has to be broken at the end of a line, the break should be made *after* a double slash (//) or a single slash (/), *before* a tilde (~), 50 a period, a comma, a hyphen, an underline (_), a question mark, a number sign, or a percent symbol; or *before* or *after* an equals sign or an ampersand. A hyphen should never be added to a URL to denote a line break, nor should a hyphen that is part of a URL

appear at the end of a line. (645)

4.3.2.4 Accession date. MAGU requires that the date the book was accessed be listed in the reference list entry. The accession date is listed in parentheses immediately after the URL with no intervening punctuation. The accession date is followed by a period at the end of the reference list entry. See section 4.3.2.2 for an example of accession date format.

4.3.3 Books in Other Electronic Mediums (CD-ROM, Reader e-book, etc.)

4.3.3.1 After listing the information required for a book in print form, add the type of medium (e.g., CD-ROM, e-book, etc.) and version number if any.

Oxford English Dictionary. 2000. 2nd ed. Oxford: Oxford University Press. CD-ROM, version 2.0.
(*Oxford English Dictionary* 2000)

4.3.3.2 Previously published book in an electronic reference library on CD-ROM. MAGU prefers that the original print publication data be listed for books in a reference library on CD-ROM. Add the name of the reference library (e.g., PC Study Bible), the publication information for the CD-ROM, the words *CD-ROM* (not italicized), and the version if any. Page numbers are usually included in works on CD-ROM and should be included in the in-text citation if quoting or paraphrasing from the source.

Unger, Merrill F. 1988. *New Unger's Bible Dictionary*. Rev. and updated ed. Chicago: Moody. PC Study Bible. Seattle: Biblesoft. CD-ROM, version 3.0.
(Unger 1988, 152)

4.3.4 Journals on Internet

4.3.4.1 URL and accession date. After listing the information required for a periodical in print form, list the URL of the Internet site from which the journal was retrieved and the accession date. Follow the guidelines in sections 4.3.2.2–4.3.2.4 on listing the URL and accession date.

4.3.4.2 Page number(s) for Internet journal article based on print source. Many journal articles in print format are available on the Internet in exact facsimile copy (usually in Adobe's PDF format). The original page numbers are included in the Internet version of such articles. List the inclusive page numbers of the article after the volume or issue number in the reference list entry.

Ferziger, Adam S. 2004. Religious Zealotry and Religious Law: Rethinking Conflict and Coexistence. *Journal of Religion* 84, no. 1:48–77. <http://www.journals.uchicago.edu/cgi-bin/resolve?JR840103PDF> (accessed February 17, 2004).
(Ferziger 2004, 59)

4.3.4.3 *No page number(s) available for some Internet journal articles.* Some journal articles that originally appeared in print version may not be available on the Internet in exact facsimile (PDF) format and will not include the page numbers from the original source. Articles in Internet-only journals also will not include page numbers. In such cases, page numbers cannot be included in the reference list entry. When page numbers are not included for a journal on an Internet site, make every effort to direct the reader to the citation or quotation. In the in-text citation, add a descriptive locator, such as a subhead, to direct the reader to the section in which the quotation or citation is located. Enclose the title of the subhead in quotation marks.

Chow, Andy. 1998. Hong Kong Immigrants: When the Mission Field Comes to You. *Evangelical Missions Quarterly* 34, no. 3. <http://bgc.gospelcom.net/emis/1998/hongkon.html> (accessed January 15, 2004).

(Chow 1998, under “Cultural Adaptation”)

4.3.5 Material Posted on Web Sites (e.g., www.bible.org)

4.3.5.1 *Basic format.* “For original content from online sources other than periodicals, include as much of the following as can be determined: author of the content, title of the page, title or owner of the site, URL” (University of Chicago Press 2003, 714). When a date is not included in the information on a Web site (as in the example below), list author only in the reference list entry and in-text citation. If page numbers are not included in the document on the Web site, cite the subhead (enclosed in quotation marks) in which the quotation is found.

Herrick, Greg. The Issue of Forgiveness in the Sermon on the Mount. Biblical Studies Foundation. <http://www.bible.org/docs/nt/books/mat/matt6.htm> (accessed January 16, 2004).

(Herrick, under “Story of Jacob”)

4.3.5.2 *No author.* If there is no author per se, list the owner of the site as the author. Had Herrick not been listed as the author in the example above, the reference list entry and in-text citation would be formatted as below.

Biblical Studies Foundation. The Issue of Forgiveness in the Sermon on the Mount. <http://www.bible.org/docs/nt/books/mat/matt6.htm> (accessed January 16, 2004).

Biblical Studies Foundation, under “Story of Jacob”)

4.4 Other Sources

4.4.1 Reference Works

4.4.1.1 *Article or entry in well-known reference work.* Well-known reference works, such as general encyclopedias and dictionaries, are not listed in the reference list (Turabian

1996, 204). These works are cited only in in-text parenthetical citations. List the title of the reference work, the edition number, the abbreviation *s.v.* (not italicized) for *sub verbo* (under the word), and the title of the entry enclosed in quotation marks.

(*Encyclopedia Britannica*, 15th ed., s.v. "salvation")

4.4.1.2 Signed article or entry in well-known reference work. If the article is signed, include the author's name as well in the in-text citation. In this case, list the author's full name, followed by the title of the entry in quotation marks, followed by *in* (not italicized), followed by the title of the reference work and the edition number.

(Morris Jastrow, "Nebo," in *Encyclopedia Britannica*, 11th ed.) 4.4.1.3

4.4.4.3 Article or entry in scholarly reference work. Articles in scholarly reference works (e.g., theological dictionaries or Bible encyclopedias) should be included in the reference list. Articles in these works are usually signed by the individual contributor. First, list the name of the contributor who wrote the article or entry followed by the date. Format the entry as for a chapter in a multiauthor book (see section 4.1.3.4). The author of the individual article or entry is given in the in-text citation.

Wilson, E. A. 1988. Hispanic Pentecostalism. In *Dictionary of Pentecostal and Charismatic Movements*, ed. Stanley M. Burgess and Gary B. McGee, 390–400. Grand Rapids: Regency Reference Library.

(Wilson 1988, 396)

4.4.2 Unpublished Dissertations or Theses

List the author, date, and title of the thesis. Do not italicize the thesis title or enclose it in quotation marks. The type of thesis or dissertation and the academic institution follow the title.

Stotts, George R. 1973. The History of the Modern Pentecostal Movement in France. Ph.D. diss., Texas Tech University.

(Stotts 1973)

4.4.3 Secondary Sources

4.4.3.1 Definition of secondary sources. Secondary sources are references to or quotes from the work of one author contained in a work by another author. Students are encouraged to obtain the original of the work cited or quoted when possible.

4.4.3.2 Original and secondary sources listed. If a secondary source must be used, both the original and the secondary sources are listed in the reference list entry. First, list the original author, date, title, and publication information followed by the page number on

which the quote originally appeared. The secondary source information is then given, and the page number on which the quote appears in the secondary source is listed at the end of the entry. Include only the author and date of the original source in the in-text citation.

Wood, Marc. 1985. *Perspectives on Church Growth*. Philadelphia: Abbott Books, 251.
Quoted in Elizabeth Link, *Strategies for Church Growth in the Twenty-first Century* (New York: Heinrich Publications, 2000), 121.

(Wood 1985, 251)

4.4.4 Scripture Passages

4.4.4. In-text citation only. Scripture passages are cited only in in-text citations. Do not list the Bible or specific versions of the Bible in the reference list.

4.4.4.2 Format of Scripture reference. Cite book of the Bible, chapter, and verse in the in-text citation. Abbreviate books of the Bible in Scripture references using the abbreviations of books of the Bible in appendix C. Use arabic numerals to indicate book, chapter, and verse divisions. Use an en dash, rather than a hyphen, between inclusive chapter numbers and verse numbers. See the Scripture reference samples in section 9.30 of *The Chicago Manual of Style* (15th ed.).

(1 Kings 5:10–12)

4.4.5 Personal Communications

4.4.5.1 In-text citation only. Personal communications (email correspondence, telephone conversations, etc.) are cited only in in-text citations. Do not list personal communications in the reference list, as these items are not recoverable data.

4.4.5.2 Format of in-text citation. Include the name of the person, the words *personal communication* (not italicized), and the date (month-day-year) of the communication in the in-text citation.

(Luke G. Bollier, personal communication, March 26, 2004)

SECTION 5

DOCUMENTATION—EXAMPLES

5.1 Books

5.1.1 One Author (Section 4.1.1.1)

Kaiser, Walter C., Jr. 1998. *The Christian and the “Old” Testament*. Pasadena: William Carey Library.

(Kaiser 1998, 113)

5.1.2 Two or Three Authors (Section 4.1.1.2)

Shawchuck, Norman, and Roger Heuser. 1996. *Managing the Congregation: Building Effective Systems to Serve People*. Nashville: Abingdon.

(Shawchuck and Heuser 1996, 45)

5.1.3 Four to Ten Authors (Section 4.1.1.3)

Scott, Bernard Brandon, Margaret Dean, Kristen Sparks, and Frances LaZar. 1993. *Reading New Testament Greek*. Peabody, MA: Hendrickson.

(Scott et al. 1993, 135)

5.1.4 More Than Ten Authors (Section 4.1.1.4)

Grant, Edward A., Michael E. Thornburg, Thomas R. Hawkins, Kenneth R. Baker, Sarah D. Stafford, Richard A. Jenkins, Elizabeth A. Hines, et al. 1987. *Dictionary of Philosophical Terms*. Chicago: Abbey Books.

(Grant et al. 1987, 229)

5.1.5 Editor in Place of Author (Section 4.1.1.5)

Barrett, C. K., ed. 1987. *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*. Rev. ed. San Francisco: Harper San Francisco.

Barrett 1987, 144)

5.1.6 Association as Author (Section 4.1.1.6)

American Psychological Association. 2001. *Publication Manual of the American Psychological Association*. 5th ed. Washington, DC: American Psychological Association.

(American Psychological Association 2001, 155)

5.1.7 No Author or Editor (Section 4.1.1.7)

The Bluebook: A Uniform System of Citation. 2000. 17th ed. Cambridge, MA: Harvard Review Association.

(Bluebook 2000)

5.1.8 Chapter or Other Titled Part of a Book (Section 4.1.3.3)

Ashbrook, James B., and Carol Rausch Albright. 1997. The Frontal Lobes, Intending, and a Purposeful God. In *The Humanizing Brain*, 132–152. Cleveland: Pilgrim.

(Ashbrook and Albright 1997, 142–143)

5.1.9 Chapter or Other Titled Part of a Multiauthor Book (Section 4.1.3.4)

Bowen, Dorothy N., and Earle A. Bowen. 1991. What Does It Mean to Think, Learn, Teach? In *Internationalising Missionary Training*, ed. William D. Taylor, 270–275. Exeter, UK: Paternoster.

(Bowen and Bowen 1991, 273)

5.1.10 Editor in Addition to Author (Section 4.1.4.)

Hemer, Colin J. 1989. *The Book of Acts in the Setting of Hellenistic History*. Edited by Conrad H. Gempf. Tübingen, Germany: J. C. B. Mohr.

(Hemer 1989)

5.1.11 Book in Edition Other Than First (Section 4.1.5)

Rothwell, William J., and H. C. Kazanas. 1994. *Human Resource Development: A Strategic Approach*. Rev. ed. Amherst, MA: HRD.

(Rothwell and Kazanas 1994, 89)

5.1.12 Multivolume Work as a Whole (Section 4.1.6.2)

Freedman, David Noel, ed. 1992. *Anchor Bible Dictionary*. 6 vols. New York: Doubleday.
(Freedman 1992)

5.1.13 Single Volume of a Multivolume Work (Section 4.1.6.3)

Barrett, David B., George T. Kurian, and Todd M. Johnson. 2001. *World Christian Encyclopedia: A Comparative Survey of Churches and Religions in the Modern World*. 2nd ed. Vol. 2. Oxford: Oxford University Press.
Barrett, Kurian, and Johnson 2001, 79)

5.1.14 Separately Titled Volume of a Multivolume Work (Section 4.1.6.4)

Bruce, F. F. 1989. *Philippians*. Vol. 11 of *New International Biblical Commentary*, ed. W. Ward Gasque. Peabody, MA: Hendrickson.
(Bruce 1989)

5.1.15 Chapter in a Volume in an Edited, Multivolume Work (Section 4.1.6.5)

Rosner, Brian S. 1993. Acts and Biblical History. In *The Book of Acts in Its Ancient Literary Setting*, ed. Bruce W. Winter and Andrew D. Clark, 65–82. Vol. 1 of *The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter. Grand Rapids: Eerdmans.
(Rosner 1993)

5.1.16 Title in a Series (Section 4.1.7)

McQuilkin, Robertson. 1996. *Use and Misuse of the Social Sciences: Interpreting the Biblical Text*. Evangelical Missiological Society Series 4. Pasadena: William Carey Library.
(McQuilkin 1996, 38)

5.2 Periodicals

5.2.1 Journal Article—Volume Only (Section 4.2.5.2)

Ward, Ted W. 1987. Educational Preparation of Missionaries: A Look Ahead. *Evangelical Missions Quarterly* 23:398–404.
(Ward 1987, 401)

5.2.2 Journal Article (No Author)—Volume and Issue Numbers (Section 4.2.1.2)

Christian Conversion in Context. 1982. *International Bulletin of Missionary Research* 6, no. 2:82–85.

(“Christian Conversion” 1982, 82)

5.2.3 Journal Article—Volume and Month or Season (Section 4.2.6.3)

Guelich, Robert A. 1991. Spiritual Warfare: Jesus, Paul, and Peretti. *Pneuma* 13 (Spring): 33–64.

(Guelich 1991, 41)

5.2.4 Magazine Article (Section 4.2.7.2)

Woodward, Kenneth L. 2001. How Should We Think About Islam? *Newsweek*, December 31, 102–103.

(Woodward 2001, 103)

5.2.5 Newspaper Article (Section 4.2.8)

Newspaper articles are not listed in the reference list.

(*New York Times*, October 9, 2002)

5.3 Internet and Other Electronic Sources

5.3.1 Book Accessed on Internet (Section 4.3.2)

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders’ Constitution*. Chicago: University of Chicago Press. <http://press-pubs.uchicago.edu/founders/> (accessed February 1, 2004).

Kurland and Lerner 1987, 13)

5.3.2 Book on CD-ROM (Section 4.3.3.1)

Smith, Mary. 1998. *Biblical Imagery*. Miami: IBT Multimedia. CD-ROM.

(Smith 1998, 384)

5.3.3 Book in an Electronic Reference Library on CD-ROM (Section 4.3.3.2)

Unger, Merrill F. 1988. *New Unger's Bible Dictionary*. Rev. and updated ed. Chicago: Moody. PC Study Bible. Seattle: Biblesoft. CD-ROM, version 3.0.

(Unger 1988, 126)

5.3.4 Journal Article from Internet—PDF or Exact Facsimile (Section 4.3.4.2)

Ferziger, Adam S. 2004. Religious Zealotry and Religious Law: Rethinking Conflict and Coexistence. *Journal of Religion* 84, no. 1 (January): 48–77. <http://www.journals.uchicago.edu/cgi-bin/resolve?JR840103PDF> (accessed February 17, 2004).

(Ferziger 2004, 59)

5.3.5 Journal Article from Internet—Not PDF or Exact Facsimile (Section 4.3.4.3)

Chow, Andy. 1998. Hong Kong Immigrants: When the Mission Field Comes to You. *Evangelical Missions Quarterly* 34, no. 3. <http://bgc.gospelcom.net/emis/1998/hongkon.html> (accessed January 15, 2004).

(Chow 1998, under “Cultural Adaptation”)

5.3.6 Material Published on Web Site (Section 4.3.5.1)

Herrick, Greg. The Issue of Forgiveness in the Sermon on the Mount. Biblical Studies Foundation. <http://www.bible.org/docs/nt/books/mat/matt6.htm> (accessed January 16, 2004).

(Herrick, under “Story of Jacob”)

5.4 Other Sources

5.4.1 Encyclopedia or Dictionary Article in Well-Known Reference Work (Section 4.4.1.1)

Articles in well-known reference works are not listed in the reference list.

(*Encyclopedia Britannica*, 15th ed., s.v. “salvation”)

5.4.2

Signed Encyclopedia or Dictionary Article in Well-Known Reference Work (Section 4.4.1.2)

Articles in well-known reference works are not listed in the reference list.

(Morris Jastrow, “Nebo,” in *Encyclopedia Britannica*, 11th ed.) 60

5.4.3 Encyclopedia or Dictionary Article in Scholarly Reference Work (Section 4.4.1.3)

Robeck, C. M., Jr. 1988. Pentecostal World Conference. In *Dictionary of Pentecostal and Charismatic Movements*, ed. Stanley M. Burgess and Gary B. McGee, 707–710. Grand Rapids: Regency Reference Library.

(Robeck 1988, 708)

5.4.4 Unpublished Thesis (Section 4.4.2)

Gibbs, Carl B. 1990. Principles of Bible Interpretation: An Independent-Study Text. D.Min. diss., Western Conservative Baptist Seminary.

(Gibbs 1990, 89)

5.4.5 Paper Presented at Meeting or Conference

Doyle, Brian. 2002. Howling Like Dogs: Metaphorical Language in Psalm 59. Paper presented at the annual international meeting for the Society of Biblical Literature, June 19–22, in Berlin, Germany.

(Doyle 2002, 19)

5.4.6 Secondary Source (Section 4.4.3)

Wood, Marc. 1985. *Perspectives on Church Growth*. Philadelphia: Abbott Books, 251. Quoted in Elizabeth Link, *Strategies for Church Growth in the Twenty-first Century* (New York: Heinrich Publications, 2000), 121.

(Wood 1985, 251)

5.4.7 Scripture Passage (Section 4.4.4)

The Bible or specific versions of the Bible are not listed in the reference list.

(1 Thess. 4:15–16)

5.4.8 Personal Communication (Section 4.4.5)

Personal communications are not listed in the reference list.

(John V. York, personal communication, April 6, 2004)

SECTION 6

QUOTATIONS

6.1 Basic Format

6.1.1 Short Quotations (Fewer Than Forty Words)

6.1.1.1 Run in the text. MAGU requires that direct quotations of fewer than forty words be run in or incorporated into the text.

6.1.1.2 Quotation marks. Enclose a run-in quotation in double quotation marks. Use single quotation marks within the double quotation marks for any material that was enclosed in double quotation marks in the original source. In the following example, *dove* is enclosed in double quotation marks in the original source.

Ryken (1992) states, “Even the prophet’s name is ironic: *Jonah* means ‘dove,’ symbol of hope and peace, which are the farthest things from Jonah’s mind” (338).

6.1.1.3 Punctuation before run-in quotations. A comma is most often used after the introductory element that sets a quotation off syntactically from the text. Verbs such as *stated*, *states*, *reported*, *reports*, *observes*, *observed*, etc., are used to introduce the quotation.

Morgan (2003) reported, “Enrollment at the study centers increased 12 percent in 2002” (56).

A colon is used after a more formal introductory element. The introductory element often uses words such as *thus*, *the following*, or *as follows*.

Morgan (2003) reported the following statistic: “Enrollment at the study centers increased 12 percent in 2002” (56)

No punctuation is used before the quotation if the quotation is joined to the introductory element with words such as *that*, *if*, etc.

Morgan (2003) reported that “enrollment at the study centers increased 12 percent in 2002” (56).

6.1.1.4 Exact replication. Reproduce the wording, spelling, punctuation, and capitalization of the quotation exactly as it appears in the original source (even if the original source is incorrect) with the following exception: the capitalization of the first word of a quotation may be altered depending on its use in the sentence.

6.1.1.5 Capitalization guidelines. If the quotation is set off syntactically from the text by a comma or colon, capitalize the first word of the quotation, even if it is in lowercase in the original. In the original of the passage quoted below, *Man* occurs within a sentence and is not capitalized; however, because the quotation is set off syntactically by a comma in the sentence below, *Man* is capitalized.

He states, “Man has other physical and emotional needs which all religions meet one way or another” (Steyne 1992, 20).

If a quotation is joined to an introductory text with words such as *that*, *if*, etc., the first word of the quotation is not capitalized, even if it is capitalized in the original source. In the original of the passage quoted below, *coercive* is the first word of a sentence and is capitalized; however, because the quotation is joined syntactically to the introductory words in the sentence below, *coercive* is not capitalized.

Most leaders agree that “coercive power is based on fear in both the leader and the follower” (Covey 1991, 103).

6.1.1.6 Ellipsis points. Use ellipsis points (period dots) for words, phrases, or sentences omitted in quoted material. “There should be a space before each dot, unless the first dot is the period of an abbreviation or sentence, and a space after the last if a word follows” (Turabian 1996, 80). Ellipsis points may be used in both run-in and block quotations.

6.1.1.7 Three ellipsis points for omission within sentence. Use three ellipsis points for an omission *within* a sentence.

The president stated, “What the university needs . . . is a new education building” (Poole 2002, 152).

6.1.1.8 Four ellipsis points for omission following a sentence. Use four ellipsis points for an omission following a sentence. The first dot, placed immediately after the last word of the sentence, is the period.

Willard (1998) states, “We were built to count, as water is made to run downhill. . . . That is our destiny” (15).

6.1.1.9 *When not to use ellipsis points.* Do not use ellipsis points “before the first word of a quotation, even if the beginning of the original sentence has been omitted” (University of Chicago Press 2003, 459). Also, do not use ellipsis points after a quotation, even if the end of the original sentence has been omitted.

Incorrect Use of Ellipsis Points:

Raines (2004) reported that “. . . enrollment increased 10 percent in 2003” (33).

Raines (2004) reported that “enrollment increased 10 percent in 2003 . . .” (33).

Correct Use of Ellipsis Points:

Raines (2004) reported that “enrollment increased 10 percent in 2003” (33).

6.1.1.10 *Ellipsis points used for deliberately incomplete sentence.* Three ellipsis points are used, however, after “a quoted sentence that is deliberately left grammatically incomplete” (University of Chicago Press 2003, 461).

Look at the paragraph beginning “A remarkable feature of AG growth . . .” and compare the growth of the fellowship by decades.

6.1.1.11 *In-text citation.* Include the author’s surname, year of publication, and page number in the in-text citation. For a quotation at the end of a sentence, place the in-text citation immediately after the quotation marks and *before* the mark of punctuation.

He emphasizes that “structural and relational dimensions of training must be appropriate to training goals” (Ferris 1994, 5).

For a quotation in mid-sentence, place the in-text citation immediately after the quotation marks and continue the sentence.

He reports that “population statistics reveal a 30 percent decrease in population from 1990 to 2000” (Joyner 2001, 244), but he does not list reasons for the decline.

6.1.2 Block Quotations (Forty or More Words)

6.1.2.1 *Set off from text.* MAGU requires that direct quotations of forty or more words be set off in a freestanding block. Indent block quotations one-half inch (1.27 cm) from the left margin and single-space. The right margin is not indented and is unjustified or “ragged” as is the right-hand margin in the rest of the paper.

6.1.2.2 Paragraph indentation. Do not indent the first line of a block quotation an additional one-half inch (1.27 cm) even if it is the beginning of a new paragraph in the quoted text. If a block quotation has additional paragraphs, however, indent the first line of each subsequent paragraph an additional one-half inch (1.27 cm).

6.1.2.3 Punctuation before block quotations. A colon precedes a block quotation introduced by *thus, as follows*, or other similar wording that requires a colon. Other block quotations may be preceded by a period, though a colon is also acceptable. Be consistent in using a period or a colon for those block quotations not introduced by *thus, as follows*, etc. A colon precedes the block quotations in the examples in this guide.

6.1.2.4 No quotation marks. Do not enclose block quotations in quotation marks; do, however, retain any quotation marks within the original source.

6.1.2.5 In-text citation. Include the surname of the author(s), year of publication, and page number in the in-text citation. Place the in-text citation *after* the final mark of punctuation.

He explains the dialectical principle in Ecclesiastes:

There are “under the sun” passages and “above the sun” passages. The writer’s negative pictures of life are the conclusions that emerge when life is lived only on an earthly plane. When the narrator voices despair over the futility of life under the sun, he is not affirming this as his final view of life. Throughout the work . . . he offers exuberant pictures of the God-centered life. (Ryken 1992, 320)

6.2 Scripture Quotations

6.2.1 Short Scripture Quotations (Fewer Than Forty Words)

6.2.1.1 Run in the text. Run in or incorporate Scripture quotations of fewer than forty words into the text.

6.2.1.2 Quotation marks. Enclose a run-in Scripture quotation in double quotation marks. Use single quotation marks within the double quotation marks for any material that was enclosed in double quotation marks in the Scripture passage. In the following example, “Cursed is everyone who does not continue to do everything written in the Book of the Law” is enclosed in double quotation marks in the Scripture passage.

Paul instructs the believers that “all who rely on observing the law are under a curse, for it is written: ‘Cursed is everyone who does not continue to do everything written in the Book of the Law’” (Gal. 3:10).

6.2.1.3 Ellipsis points. Use ellipsis points for material omitted from Scripture quotations, both run-in and block. See sections 6.1.1.5–6.1.1.10 for guidelines on ellipsis points. The following is an example of ellipsis points used for an omission *within* a sentence.

In the following passage, Paul urges Christians to imitate Christ’s compassionate attitude: “Therefore, as God’s chosen people, . . . clothe yourselves with compassion, kindness, humility, gentleness and patience” (Col. 3:12).

6.2.1.4 In-text citation. Cite the Scripture reference (book of the Bible, chapter, and verse) in the in-text citation. Abbreviate books of the Bible cited in Scripture references using the abbreviations of books of the Bible in Appendix C. Use arabic numerals to indicate book, chapter, and verse divisions. Use an en dash, rather than a hyphen, between inclusive verse numbers and chapters (University of Chicago Press 2003, 261–262; Alexander et al. 1999, 6). Cite the version of the Bible the first time a Scripture passage is quoted in a paper. Do not repeat the version in subsequent citations if the same version is used throughout the paper.

First Citation (1 Sam. 18:3–4 NIV)

Subsequent Citation (Rom. 14:1–15:13)

6.2.2 Block Scripture Quotations (Forty or More Words)

6.2.2.1 Set off from text. Set off direct Scripture quotations of forty or more words in a freestanding block. Indent block quotations one-half inch (1.27 cm) from the left margin and single-space. The right margin is not indented and is unjustified or “ragged” as is the right-hand margin in the rest of the paper.

6.2.2.2 No quotation marks. Do not enclose block Scripture quotations in quotation marks; do, however, retain any quotation marks within the original Scripture passage. The following example is of a block Scripture quotation that does not contain material enclosed in quotation marks in the Scripture passage.

Paul explains the importance of the Spirit in overcoming the desires of the flesh:

So I say, live by the Spirit, and you will not gratify the desires of the sinful nature. For the sinful nature desires what is contrary to the Spirit, and the Spirit what is contrary to the sinful nature. . . . But if you are led by the Spirit, you are not under law. (Gal. 5:16–18)

The following example is of a block Scripture quotation that contains material enclosed in quotation marks in the Scripture passage, in this case the words of Jesus.

Jesus admonishes the teachers of the law for their interpretation of the law:

“Woe to you, teachers of the law and Pharisees, you hypocrites! You give a tenth of your spices—mint, dill and cumin. But you have neglected the more important matters of the law—justice, mercy and faithfulness. You should have practiced the latter, without neglecting the former.” (Matt. 23:23)

6.2.2.3 In-text citation. Cite the Scripture reference (book of the Bible, chapter, and verse) in the in-text citation. Abbreviate books of the Bible cited in Scripture references using the abbreviations of books of the Bible in appendix C. Use arabic numerals to indicate book, chapter, and verse divisions. Use an en dash, rather than a hyphen, between chapters and verse numbers. Cite the version of the Bible quoted the first time a Scripture passage is quoted in a paper. Do not repeat the version in subsequent citations if the same version is used throughout the text. Place the in-text citation *after* the final mark of punctuation of the block quotation.

SECTION 7

THESIS FORMAT

7.1 Organization of Thesis

Organize the sections of the thesis using the following format.

7.1.1 Preliminary Pages (Front Matter)

- Title Page
- Dedication
- Table of Contents
- Acknowledgments
- List of Figures
- List of Tables
- List of Abbreviations
- Glossary
- Abstract

7.1.2 Text of Thesis

- Chapter 1. Introduction
 - Problem Statement
 - Purpose of Study
 - Research Questions and Hypotheses
 - Limitations of Study
 - Definitions and Terms
- Chapter 2 Review of Literature
 - Part 1
 - Part 2
 - Part 3
 - Summary
- Chapter 3 Methodology
- Chapter 4 Results for Quantitative Thesis/Findings for Qualitative Thesis*
 - Hypothesis 1
 - Hypothesis 2
 - Hypothesis 3
- Chapter 5 Discussion
 - Review of Findings
 - Implications
 - Recommendations for Future Research
 - Summary and Conclusion

7.1.3 End

- Matter
- Appendixes
- Reference List

* A qualitative thesis may have several chapters of findings, increasing the total number of chapters.

7.2 General Format

7.2.1 Margins

The margin guidelines for a thesis are the same as those in section 1.3 with the following exception: MAGU requires a 1½ inch (4 cm) left margin for theses, as the binding of theses reduces the left margin.

7.2.2 Font

The font guidelines for a thesis are the same as those in section 1.4.

7.2.3 Spacing

The spacing guidelines for a thesis are the same as those in section 1.5.

7.2.4 Pagination

7.2.4.1 Preliminary pages. The preliminary or introductory pages are numbered consecutively with lowercase roman numerals, centered at the bottom of the page. Use the following guidelines in paginating the preliminary pages.

1. Title page: The title page is counted as page i in the lowercase roman numeral preliminary pagination, but no numeral appears on the page.
2. Dedication: The dedication is counted in the lowercase roman numeral preliminary pagination, but no numeral appears on the page.
3. Table of contents: The table of contents is the first page to carry the appropriate lowercase roman numeral (page iii if a dedication is included).
4. Acknowledgments through glossary: The acknowledgments through the glossary also carry the appropriate lowercase roman numerals.
5. Abstract: The abstract is the last page to carry the appropriate lowercase roman numeral.

7.2.4.2 Text of thesis. Begin arabic numeral pagination with chapter 1 of the thesis. The arabic numerals should appear as a header one-half inch (1.27 cm) from the top edge and one inch (2.54 cm) from the right-hand edge of the page. MAGU does *not* require that the position of the page number on the first page of the chapter differ from the position of page numbers on subsequent pages of the chapter (a deviation from Turabian style).

7.2.4.3 End matter. Use the following guidelines in paginating the end matter.

1. Appendixes: A separator page is required at the beginning of the appendix section and before each appendix. Each appendix starts on a separate page and arabic numeral pagination continues from the text of the thesis.
2. Reference list: Arabic numeral pagination continues from the appendixes throughout the reference list.

7.2.5 First Page of Chapter

7.2.5.1 Two-inch top margin. The body of a thesis is divided into chapters with each chapter beginning on a new page. A two-inch (5 cm) top margin is required on the first page of a new chapter.

7.2.5.2 Chapter title. Center the generic heading *CHAPTER* (not italicized) in uppercase letters followed by a numeral (e.g., CHAPTER 2). The title, which describes the content of the specific chapter, is centered a double-space below the generic chapter heading in uppercase letters (e.g., REVIEW OF LITERATURE). See the sample first page of a chapter in appendix E.

7.2.5.3 Placement of page number. MAGU does *not* require that the position of the page number on the first page of a chapter differ from the position of page numbers on subsequent pages of the chapter (a deviation from Turabian style).

7.3 Title Page

The guidelines for the thesis title page are the same as those in section 1.1 except for the submission statement. Use the following submission statement for the thesis title page. See the sample thesis title page in appendix E.

A Thesis Submitted to the Graduate Faculty
In Partial Fulfillment of the Requirements
For the Degree of
Master of Arts in Ministerial (or Biblical) Studies

7.4 Dedication

MAGU does not require that students include a dedication. If a student desires to include a dedication, it should be brief and need not include the word *dedicated*; the word *To* is usually sufficient. “It is not necessary to identify (or even give the whole name of) the person to whom the work is dedicated. . . . Extravagant dedications are a thing of the past, and humorous ones rarely stand the test of time” (Turabian 1996, 3). The dedication is typed in uppercase and lowercase letters, centered on a line, and placed three inches (7.6 cm) from the top of the page. Do not add a period or other final punctuation after the dedication.

To Christine

7.5 Table of Contents

7.5.1 Elements to Include

List all elements of the thesis except the preliminary pages that do not carry roman numerals (i.e., title page and dedication). List the elements in the table of contents in the order given in section 7.1 starting with the acknowledgments (if applicable). Do not list the table of contents in the table of contents. Include a page number for each element listed. See the sample table of contents in appendix E in this guide and the sample table of contents in section 14.19 in Turabian's *Manual* (6th ed.).

7.5.2 Sections to Include

MAGU requires that the table of contents contain the titles of each section of the thesis through the third level and the appropriate page number designations. Capitalize levels of heading as they appear in the body of the paper.

7.5.3 Format

7.5.3.1 Title. Type the title *CONTENTS* (not italicized) in uppercase letters and center one inch (2.54 cm) from the top of a new page. Leave two blank line spaces before listing the sections of the thesis.

7.5.3.2 Spacing. Double-space between items in the table of contents. If an item is longer than one line, single-space the additional line(s) and use a hanging indent.

7.5.3.3 Indentation. Indent headings in one-half inch (1.27 cm) increments.

7.5.3.4 Dot leaders. Separate the headings from the page numbers with a line of spaced periods (dot leaders). Use the tab format leader function on a word processor to create the dot leaders. Page numbers are aligned at the right one-inch (2.54 cm) margin.

7.6 Acknowledgments

7.6.1 Guidelines

MAGU does not require that students include an acknowledgments page; however, a student may choose to recognize the kindness of those who assisted his or her research effort.

7.6.2 Format

7.6.2.1 Title. Type the title *ACKNOWLEDGMENTS* (not italicized) in uppercase letters and center two inches (5 cm) from the top of the page.

7.6.2.2 Text. Type the text of the acknowledgments in paragraph form as in a chapter and double-space.

7.7 List of Figures

7.7.1 Guidelines

If a thesis contains more than one figure, include a list of figures after the acknowledgments (if applicable) or table of contents. See the sample list of figures in appendix E and the sample list of figures in section 14.21 of Turabian's *Manual* (6th ed.).

7.7.2 Format

7.7.2.1 Title. Type the title *FIGURES* (not italicized) in uppercase letters and center two inches (5 cm) from the top of the page.

7.7.2.2 Alignment Type the figure number (in arabic numerals) followed by a period flush left under the word *Figure* (not italicized) and the page number flush right under the word *Page* (not italicized).

7.7.2.3 Captions. Indent one-half inch (1.27 cm) after the figure number and type the figure caption. The captions in the list of figures should agree with the captions given beneath the figures in the text of the thesis with the following exception: the figure captions in the list of figures are capitalized using headline-style capitalization rather than the sentence-style capitalization used for the captions under the figures.

7.7.2.4 Dot leaders. Separate the captions from the page numbers with a line of spaced periods (dot leaders) (see section 7.5.3.4).

7.7.2.5 Spacing. Double-space between captions; single-space within them if a caption is longer than one line. Use a hanging indent format of one-half inch (1.27 cm) for captions longer than one line (a deviation from Turabian style).

7.8 List of Tables

7.8.1 Guidelines

If a paper contains more than one table, include a list of tables after the list of figures. See the sample list of tables in appendix E and the sample list of tables in section 14.22 of Turabian's *Manual* (6th ed.).

7.8.2 Format

Format the list of tables in the same manner as the list of figures with the following exceptions: type the title *TABLES* (not italicized) two inches (5 cm) from the top of the page and the word *Tables* (not italicized) flush left above the table numbers.

7.9 List of Abbreviations

7.9.1 Guidelines

If numerous abbreviations (i.e., acronyms, initialisms, and contractions) are used in the thesis, compile a list of abbreviations and place it after the list of tables. Even when a thesis contains a list of abbreviations, terms should be spelled out the first time they are used in the text, followed by the abbreviations in parentheses (see section 2.2.2.1 of this guide). See the sample list of abbreviations in appendix E in this guide and the sample list of abbreviations in section 14.32 in Turabian's *Manual* (6th ed.).

7.9.2 Format

7.9.2.1 Title. Type the title *ABBREVIATIONS* (not italicized) in uppercase letters and center two inches (5 cm) from the top of the page.

7.9.2.2 Alphabetical order. List the abbreviations in alphabetical order at flush left (a deviation from Turabian style) and leave one-half inch (1.27 cm) between the longest abbreviation and the spelled-out term. Align the first letter of all other spelled-out terms "with the first letter of the term following the *longest* abbreviation" (Turabian 1996, 8).

7.9.2.3 Spacing. Double-space between terms; single-space within terms if the spelled-out term is longer than one line.

7.9.2.4 Hanging-indent format. Use a hanging-indent format for spelled-out terms longer than one line. In this case, the additional lines will be aligned with the first letter of the term following the longest abbreviation.

7.10 Glossary

7.10.1 Guidelines

Technical terms and concepts that vary from ordinary usage should be defined or described in the text. Independent or dependent variables should be operationally defined as well. If numerous technical terms are used in a thesis, compile a glossary of the terms and their definitions to acquaint readers with the unique terminology. Place the glossary after the list of abbreviations. See the sample glossary in appendix E in this guide and the sample glossary in section 14.33 in Turabian's *Manual* (6th ed.)

7.10.2 Format

7.10.2.1 Title. Type the title *GLOSSARY* (not italicized) in uppercase letters and center two inches (5 cm) from the top of the page.

7.10.2.2 Alphabetical order. List the terms in alphabetical order at flush left. Capitalize the first letter of the term being identified, add a period after the term, and insert two spaces. "The translation or definition follows, with its first word capitalized and ending with a period, unless all definitions consist only of single words or phrases, in which case no final punctuation should be used" (Turabian 1996, 9).

7.10.2.3 Spacing Double-space between items; single-space within an item if the item

is longer than one line.

7.10.2.4 Hanging-indent format. Use a hanging indent format of one-half inch (1.27 cm) for entries longer than one line.

7.11 Abstract

7.11.1 Guidelines

MAGU requires that students prepare an abstract for the thesis. The abstract is a summary of the entire research effort. The abstract may be included in a published collection of abstracts and thus “should include sufficient information about the research problem, methodology, results, and interpretations to give potential readers an idea as to whether the study addresses a topic of concern to them and therefore merits their further attention” (Leedy 2005, 289–290). Place the abstract after the glossary. See the sample abstract in appendix E.

7.11.2 Format

7.11.2.1 Title. Type the title *ABSTRACT* (not italicized) in uppercase letters and center two inches (5 cm) from the top of the page.

7.11.2.2 Length. The abstract must be limited to 350 words or less; thus, the abstract must be concise and specific. The abstract should contain only one or two paragraphs. abbreviations should be liberal; however, the abstract is a self-contained document and abbreviations and terms that need to be explained in the text should also be explained the first time they are used in the abstract.

7.11.2.3 Paragraph indentation. The first lines of paragraphs are not indented in the abstract.

7.12 Levels of Heading

Follow the guidelines for levels of heading in section 2.9.

7.13 Figures and Tables

7.13.1 Basic Format

7.13.1.1 Numbers and titles. As a general rule, all figures and tables should be (a) assigned an arabic numerical designation in order of their appearance in the thesis, (b) titled, and (c) given a brief description or explanation.

7.13.1.2 Placement. A figure or table should be inserted in the text as close as possible after the first reference to it. Finish the paragraph of text in which the reference occurs before inserting a figure or table. If a figure or table cannot be accommodated in the space

remaining on a page, continue the text to the end of the page and place the figure or table at the top of the next page.

7.13.1.3 Spacing before and after figures and tables. Leave three blank lines (36 points) before and after figures and tables in the text. No line spaces are required before figures and tables at the top of a page (i.e., they begin at the one-inch (2.54 cm) top margin).

7.13.1.4 References in text. In the text of a paper, refer to figures and tables by their numbers (e.g., in Table 2) rather than by *the figure above*, *the figure below*, *the table above*, or *the table below*.

7.13.2 Figures

7.13.2.1 Description. A figure can be a map, list, illustration, chart, diagram, or graph that is needed to explain the content of a paper or thesis. See the sample figure in appendix E.

7.13.2.2 Figure numbers and legends. Leave two blank lines (24 points) between the figure and the figure number and legend. Type the abbreviation *Fig.* (not italicized) followed by the appropriate number and a period. Insert two spaces and type the figure legend using sentence-style capitalization (see section 2.3.4), followed by a period.

7.13.2.3 Short figure legends. The legend may be a short title or caption. Short figure legends are centered under the figure.

Fig. 2. Linguistic map of Kenya.

7.13.2.4 Long figure legends. Figure legends frequently consist of longer explanations (not always a complete grammatical sentence). Add a period after long figure legends even if they are not a complete sentence. Additional sentences needed to clarify the figure may be added after the figure legend. Longer figure legends run the width of the figure. Single-space the lines of the figure legend if the figure caption is longer than one line. Type second and subsequent lines of the caption flush left.

Fig. 5. Relationship between the Finnish Free Foreign Mission and the Full Gospel Churches of Kenya after 1998.

7.13.2.5 Further guidelines. See chapter 7 and sections 14.23–14.24 of Turabian’s *Manual* (6th ed.) for further guidelines on and samples of figures.

7.13.2.6 Broadside figures. If a figure is too wide for the page, it may be placed broadside or lengthwise. A broadside figure is printed in landscape rather than portrait orientation. “The legend, with its number, should appear below the illustration so that it reads vertically up the page. The page number is in its normal position” (Turabian 1996, 106). See the sample broadside figure in section 14.24 of Turabian’s *Manual* (6th ed.).

7.13.3 Tables

7.13.3.1 Description. A table is used to organize or compress data or information into

a standardized form. Tables should be accurate, easy to read, and uniform in spacing. Tables are used to present information in numerical form (e.g., percentages, ratios, means, and totals) for the purpose of making comparisons or reporting data. Only relevant data should be included in tables in the text of the thesis; supplemental data should be placed in the appendixes. See the sample table in appendix E.

7.13.3.2 Shape. Most tables run the long way on the page. “A table may occupy the full width of the page or less than the full width. In either case, each table must be centered horizontally on the page” (Turabian 1996, 94).

7.13.3.3 Table number and title. Center the word *TABLE* (not italicized) in uppercase letters and the appropriate arabic numeral at the top of the table. Leave two blank line spaces (24 points) and center the table title in uppercase letters. Single-space the lines of the table title in inverted pyramid order if the title is longer than one line.

TABLE 3
GROWTH AT GREEN FOREST THEOLOGICAL SEMINARY, BOSTON, MA, IN FIVE-YEAR INCREMENTS FROM 1950 TO 1990

7.13.3.4 Broadside tables. If a table is too wide for the page, it may be placed broadside or lengthwise. The table will then be printed in landscape rather than portrait orientation. “No text should be placed on a page containing a broadside table. The page number appears in its usual place” (Turabian 1996, 95), even though the table is printed in landscape orientation. See the sample broadside table in section 14.30 of Turabian’s *Manual* (6th ed.).

7.13.3.5 Continued tables. A long table may be continued to subsequent pages. The table number and title are typed on the first page of the table; only the table number and *Continued* are typed on subsequent pages of the table.

TABLE 3— <i>Continued</i>

7.13.3.6 Tables in appendixes. Number tables in appendixes separately from the tables in the text (e.g., TABLE A1, TABLE A2, etc.).

TABLE A2
GROWTH IN GLOBAL UNIVERSTIY M.A. GRADUATES FROM 1999 TO 2004

7.13.3.7 Notes. Source notes or other general notes may be typed flush left below a table. Leave one blank line between the table and the note. Single-space the lines of the

note typing subsequent lines flush left. To acknowledge the source of a table, include a source note introduced by the word *Source* (italicized), followed by a colon. Other notes on the table are introduced by the word *Note* (italicized), followed by a colon.

Note: The values represent mean percentages of correctly answered questions on the final exam.

7.13.3.8 Further guidelines. See chapter 6 and sections 14.25–14.31 of Turabian's *Manual* (6th ed.) for further guidelines on and samples of tables.

7.14 Appendixes

7.14.1 Description

The appendixes consist of separately identified pages at the end the thesis containing information that amplifies or supplements the content of the document. Appendixes may contain (a) material that is too complex to be included in the text, (b) technical notes, (c) methodologies, (d) illustrations, (e) copies of documents, (f) case studies, or (g) figures. Place the appendixes after the last chapter of text (before the reference list) and not at the end of individual chapters.

7.14.2 Format

7.14.2.1 Lettered consecutively. Appendixes are lettered consecutively in the order they are referenced in the text.

7.14.2.2 Titles. Each appendix must bear a descriptive title, which also appears in the table of contents.

7.14.2.3 Separator page before section and before individual appendix. Global University requires a separator page before the appendix section and before each individual appendix. The separator page before individual appendixes is a deviation from Turabian style.

7.14.2.4 Separator page for thesis with one appendix. If a paper contains only one appendix, center the word *APPENDIX* (not italicized) 3½ inches (9 cm) from the top of a separate sheet of paper, double-space, and center the title of the appendix in uppercase letters. The appendix follows the separator page.

7.14.2.5 Separator pages for thesis with more than one appendix. If more than one appendix is used, begin the appendixes by centering the word *APPENDIXES* (not italicized) 3½ inches (9 cm) from the top of a separate sheet of paper. Each appendix should also have a separator page before it. Center the word *APPENDIX* (not italicized) followed by the appropriate capital letter (e.g., *APPENDIX A*) 3½ inches (9 cm) from the top of a separate sheet of paper, double-space, and center the title of the appendix in uppercase letters. If the appendix title is longer than one line, single-space the lines of the title and arrange the lines in inverted pyramid order (i.e., the first line is longer than the second, the second line longer than the third, etc.). See the separator pages for appendixes A–E.

7.14.2.6 Line spacing. The text within an appendix may be double-spaced or single-spaced depending on the nature of the material; line spacing does not need to be the same for all the appendixes. Data, tables, figures, illustrations, or lengthy case studies, etc., may be single-spaced. “Explanations of methods and procedures should be double-spaced like the text” (Turabian 1996, 13).

7.14.2.7 Previously published material. Previously published material in text form should be retyped and paginated consecutively with the rest of the appendixes. Previously published material that is not in text form (e.g., figures, tables, maps, etc.) may be scanned or photocopied for inclusion in an appendix. Page numbers from the original document should be concealed. Insert the appropriate page number on scanned documents. Photocopied material need not carry the new page number if it is difficult to affix the number, but it should be counted in the pagination of the appendix.

7.14.2.8 Scanned or photocopied material. Scanned or photocopied material that is included in an appendix should be letter quality and can be reduced to fit within the margins of the paper or thesis.

7.15 Reference List

See section 3.4 for guidelines on formatting the reference list. The title *REFERENCE LIST* (not italicized) is centered two inches (5 cm) from the top of the page. Leave two blank line spaces (24 points) before the first entry of the reference list. See the sample reference lists in appendixes B and E and in section 14.39 of Turabian’s *Manual* (6th ed.).

7.16 Point of View

7.16.1 Third Person Point of View

7.16.1.1 Avoid first person point of view. Writers of theses should convey objectivity in their writing style. Thus, students should eliminate first (i.e., I and we) and second (i.e., you) personal pronouns from their academic writing. Writing in the first person (e.g., *I* will demonstrate) conveys a perception of opinion rather than fact. To avoid this impression of opinion, use the third person point of view exclusively. If possible, also avoid substituting *the writer* or *the researcher* for *I*. While these forms are technically third person, they still refer to the author and as such are “implied” first person.

Incorrect

I sent the attendance questionnaire to twenty-six churches in suburban Miami.

The researcher sent the attendance questionnaire to twenty-six churches in suburban Miami.

Correct

The attendance questionnaire was sent to twenty-six churches in suburban Miami.

7.16.1.2 Avoid second person point of view. Writing in the second person (e.g., *you* can see) conveys the perception of lecturing or sermonizing. To avoid this impression, use the third person point of view. Also, avoid substituting *the reader* for *you*. While this form is technically third person, it still refers to the audience and as such is “implied” second person.

Incorrect

You can see that school attendance increased 3 percent with the later start time.

The reader can see that school attendance increased 3 percent with the later start time.

Correct

The results of the study indicate that school attendance increased 3 percent with the later start time.

7.16.2 Editorial *We*

Do not use *we* editorially to refer to humankind, people, a group of people, etc.; instead, use an appropriate noun or clarify your usage.

Incorrect

We must share Christ’s love with both the impoverished and the wealthy.

Correct

Christians must share Christ’s love with both the impoverished and the wealthy.

7.17 Verb Tense

7.17.1 Abstract

Use the past tense to describe the methodology, variables manipulated, tests applied, etc. Use the present tense to describe results with continuing applicability or conclusions drawn (American Psychological Association 2001, 14).

7.17.2 Literature Review

In general, use past tense (e.g., documented) or present perfect tense (e.g., have shown) for the literature review. Present tense may also be used in the literature review to express ideas that are not restricted to a certain time period.

7.17.2.1 Past tense for action that occurred at a definite time in the past. Use past tense to

make direct reference to what a source wrote or did in the past.

Stine (2000) *surveyed* seventy-five pastors in his five-year study on church growth.

7.17.2.2 Present perfect tense for action that began in past and continues to present.

Use present perfect tense to express a past action or condition that did not occur at a specific, definite time or to describe an action that began in the past and continues to the present.

Several denominations *have used* the methods in Stine's (2000) study to analyze church growth.

7.17.2.3 Present tense for ideas that are not restricted to a single time period. Use present tense to make direct reference to the work itself or to represent general ideas that are not restricted to a single time period.

In *Church Growth*, Stine (2000) *analyzes* ten factors that contribute to church growth.

Church growth *continues* to be a topic of interest to church leaders and pastors.

7.17.3 Description of Procedure and Results

Use past tense for the description of the procedure and the description of the results.

Church attendance at the 9:00 a.m. service *increased* 7 percent in the six-month period following the change in service times.

7.17.4 Discussion of Results and Conclusions

Use present tense to discuss the results and to present the conclusions. Using present tense when reporting conclusions encourages your readers to join you in discussing the issues involved.

The results of the survey *indicate* that 75 percent of those who attend the 9:00 a.m. service are under the age of thirty-five.

The study *shows* that the 9:00 a.m. service is more convenient for most parishioners.

REFERENCE LIST

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APPENDIXES

APPENDIX A

**SAMPLE UNDERGRADUATE PROJECT & GRADUATE ASSIGNMENT
PAGES**

CHRIST'S RESPONSE TO THE PHARISAICAL LAWS OF SEPARATION,
THE SABBATH, AND RITUAL PURITY

By

John A. Doe

123456789-XYZ

A Project

Submitted to the Faculty

In Partial Fulfillment of the Requirements for

BIB1032
Life of Christ

MAGU
April 2004

Sample Title Page—Graduate Unit or Final Assignment

CHRIST'S RESPONSE TO THE PHARISAICAL LAWS OF SEPARATION,
THE SABBATH, AND RITUAL PURITY

By

Freda Banda

123456789-XYZ

Malawi Assemblies of God University

Unit III Assignment

Submitted to Dr. Enson M. Lwesya

In Partial Fulfillment of the Requirements for

BIB5203

Backgrounds to the New Testament

Malawi Assemblies of God University
April 2004

This paper examines both the Pharisees' and Jesus' interpretation of three areas of the law—separation, the Sabbath, and ritual purity. The Pharisees' interpretation of the law was based on the belief that the oral (*halakoth*) and the written laws were equal in authority. From this belief came a complicated system of laws that regulated virtually every area of life. In fact, the system was so complicated that, at the time of Herod the Great, there were only 6000 Pharisees in Palestine (Ferguson 1993, 482). Barclay (1975b) attributes the small number of Pharisees to the fact that “if a man was going to accept and carry out every little regulation of the Law, he would have time for nothing else” (282).

Jesus, like the Pharisees, was a loyal Jew who accepted the authority of the Torah (Mark 1:40–45, 6:56, 12:36, 14:12 NIV). He also had many friendly contacts with certain Pharisees, but Jesus strongly disagreed with their legalism. Jesus compared them to “whitewashed tombs” (Matt. 23:27) because they appeared to be alive but were dead inside. The Pharisees were therefore very uncomfortable with Jesus and conspired against Him.

Separation

Though the origin of the term *Pharisees* is uncertain, it may have derived from the Hebrew word *parash* meaning “to separate,” for the Pharisees were truly separatists. The Law stated that a Pharisee “could not eat in the house of a ‘sinner’ . . . but might entertain a sinner in his house. He had to provide clothes, however, lest the sinner’s own clothes be ritually impure” (Gundry 1994, 74). Jesus, on the other hand, often associated with sinners, publicans, and tax collectors. The publicans and tax collectors were considered the greatest of sinners and were often shunned and definitely hated. Zacchaeus climbed the tree not only to see Jesus better but also possibly to escape the crowds that so badly hated his kind.

Jesus' association with sinners infuriated the Pharisees, and they again brought Him to task:

While Jesus was having dinner at Levi's house, many tax collectors and "sinners" were eating with him and his disciples, for there were many who followed him. When the teachers of the law who were Pharisees saw him eating with the "sinners" and tax collectors, they asked his disciples: "Why does he eat with tax collectors and 'sinners'?" On hearing this, Jesus said to them, "It is not the healthy who need a doctor, but the sick. I have not come to call the righteous, but sinners." (Mark 2:15–17)

Christ's response cut right to the core of the issue, showing the great gulf between Him and His accusers. Jesus can do more for the person who admits he needs help (sinner) and seeks Him out than for the person who feels he needs no help (Pharisee) and therefore has no need of Jesus.

Jesus' focus is always on the *person*; He is a personal savior.

The Sabbath

The practice of the "Sabbath" as a sacred day of rest originated from the creation account where God worked for six days and on the seventh day He rested (Morgenstern 1962, 140). To ensure that they were honoring the Sabbath, the Pharisees created a system of labor laws and practices that, on one hand, they scrupulously followed and, on the other hand, tried to sidestep.

The following are some of the detailed pharisaical laws dealing with the issue of labor on the Sabbath:

1. Spitting on the bare ground during the Sabbath was forbidden because, if the spitting were to disturb the dirt, this might constitute plowing and thus constitute labor.
2. Looking in the mirror on the Sabbath was forbidden for a woman because she might be tempted to pull out a gray hair, which would constitute labor.

(Paper continues—See next page for Reference List.)

REFERENCE LIST

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APPENDIX B

ABBREVIATIONS OF BOOKS OF THE BIBLE

Abbreviations of Books of the Bible

[*Note:* The following Bible abbreviations follow *The Chicago Manual of Style* (15th ed.). Refer to page 579 of *The Chicago Manual of Style* for abbreviating the Apocryphal books.]

Old Testament

Genesis	Gen.	Ecclesiastes	Eccles.
Exodus	Exod.	Song of Solomon	Song of Sol.
Leviticus	Lev.	Isaiah	Isa.
Numbers	Num.	Jeremiah	Jer.
Deuteronomy	Deut.	Lamentations	Lam.
Joshua	Josh.	Ezekiel	Ezek.
Judges	Judg.	Daniel	Dan.
Ruth	Ruth	Hosea	Hosea
1 Samuel	1 Sam.	Joel	Joel
2 Samuel	2 Sam.	Amos	Amos
1 Kings	1 Kings	Obadiah	Obad.
2 Kings	2 Kings	Jonah	Jon.
1 Chronicles	1 Chron.	Micah	Mic.
2 Chronicles	2 Chron.	Nahum	Nah.
Ezra	Ezra	Habakkuk	Hab.
Nehemiah	Neh.	Zephaniah	Zeph.
Esther	Esther	Haggai	Hag.
Job	Job	Zechariah	Zech.
Psalms	Ps. (pl. 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	Philem.
Acts	Acts	Hebrews	Heb.
Romans	Rom.	James	James
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.	or Apocalypse	or Apoc.

APPENDIX C

SAMPLE OUTLINE

Form and Style Requirements for an Outline

The following sample outline contains basic guidelines for writing an outline.

- I. General guidelines for an outline
 - A. The first level of an outline with many levels may begin with a capital roman numeral (I, II). The first level of an outline with fewer levels may begin with a capital letter (A, B) or an arabic number (1, 2).
 - B. All outlines should follow the same numbering pattern when a paper includes more than one outline.
- II. Structure of an outline
 - A. An outline must have at least two sections at any level for all divisions and subdivisions.
 - B. An outline may be a sentence outline or a heading or phrase outline. The structure should be consistent and parallel for each level of each division of the outline.
 - C. An outline should have sentence style capitalization at all levels.
- III. Line spacing of an outline
 - A. Between levels and sections
 - 1. Double-space (one blank line) before all items in the first three levels of an outline.
 - 2. Single-space (no blank line) before all items after the first three levels of an outline.
 - B. Text within a section
 - 1. Single-space the text at all levels of an outline.
 - 2. Begin the first level of an outline at the left margin with a one-half inch (1.27 cm) hanging indent.
 - 3. Begin each level of an outline after the first level one-half inch (1.27 cm) from the previous level and use a one-half inch hanging indent.
 - a. This is an example of the spacing between levels and sections at the fourth level of an outline.
 - b. This example uses limited entries at each level within each division and subdivision, but an outline should include as many entries as are needed at any one level.
 - c. Examples of additional outline levels follow:

- 1)
- 2)
 - a)
 - b)
 - (1)
 - (2)
 - (a)
 - (b)
 - i)
 - ii)

APPENDIX E

SAMPLE GRADUATE THESIS PAGES

Sample Title Page

THE IMPACT OF THE AFRICAN RENAISSANCE ON CHRISTIAN
EDUCATION IN SOUTH AFRICA

By
José Augusto Cossa

A Thesis Submitted to the Graduate Faculty
In Partial Fulfillment of the Requirements
For the Degree of
Master of Arts in Ministerial Studies

MAGU
Springfield, Missouri

June 2001

CONTENTS

	Page
ACKNOWLEDGMENTS	v
LIST OF FIGURES	vi
LIST OF TABLES.....	vii
LIST OF ABBREVIATIONS.....	viii
GLOSSARY	ix
ABSTRACT.....	xi
Chapter	
1. INTRODUCTION	1
Statement of Problem.....	10
Purpose of Study	11
Hypotheses.....	13
Importance of Study.....	14
Assumptions.....	15
Limitations and Delimitations.....	16
2. REVIEW OF RELATED LITERATURE	17
Renaissance and Reformation.....	18
Background	18
Renaissance.....	21
African Renaissance.....	23

CONTENTS (Cont.)

		Page
3. METHODOLOGY		48
Overview.....		48
Research Methodology		51
Target Sample of the Population.....		53
Procedures.....		55
Data Collection and Recording.....		58
Data Analysis		60
4. RESULTS		63
5. DISCUSSION AND RECOMMENDATIONS.....		66
Discussion		66
Conclusions.....		68
Implications of Research.....		70
Recommendations.....		72
 Appendixes		
A. SURVEY OF PENTECOSTAL LEADERS.....		80
B. LETTER FROM LEADERSHIP DIRECTOR OF CHURCH		84
REFERENCE LIST		88

Note: For binding purposes, MAGU requires a 1½-inch (4-cm) left margin for all pages of a thesis. Because the MAGU Form and Style Guide is printed on both sides of the paper, these sample thesis pages do not have a 1½-inch left margin.

FIGURES

Figure	Page
1. Linguistic Map of Kenya	29
2. Expansion of the FFFM Work in Western Kenya Region.....	53
3. Expansion of the FFFM Work in Mount Kenya Region	70
4. Expansion of the FFFM Work in Rift Valley Region.....	75
5. Three Regions of the FGCK	81
6. FGCK Administrative Structure 1953–1963	98
7. FGCK Administrative Structure 1963–1990	101
8. FGCK Administrative Structure 1990–2000	103
9. Evangelized Areas of Kenya.....	124

TABLES

Tables	Page
1. Population Density in Kenya	27
2. Language Groups in Kenya	29
3. Income of Koru Bible School 1990–2000	51
4. FGCK Church Growth 1970–2000.....	61
5. Comparison of Church Growth in Various Denominations in Kenya 1995–2000	76
6. Unreached People Groups of Kenya.....	95

LIST OF ABBREVIATIONS

AG	Assemblies of God
AGWM	Assemblies of God World Missions
AGM	Annual General Meeting
AGTS	Assemblies of God Theological Seminary
AIM	Africa Inland Mission
CMS	Church Mission Society
CTS	Cape Theological Seminary
EU	Evangel University
FFFM	Finnish Free Foreign Mission
FGCK	Full Gospel Churches of Kenya
FPM	Finnish Pentecostal Movement
GSC	Graduate Studies Center
GU	Global University
PAG	Pentecostal Assemblies of God
PAOC	Pentecostal Assemblies of Canada
STL	Speed the Light
UN	United Nations
YFC	Youth for Christ

GLOSSARY

Abstract. The abstract is a brief, comprehensive summary of the contents of a thesis.

Acronym. An acronym is a term based on the first letters of the elements of a name and read as a single word.

Appendixes. The appendixes contain separately identified pages at the end of the thesis containing information that amplifies or supplements the content of the document.

Author–Date Method of Citation . The author–date method of citation is documentation in the text of a paper that briefly identifies the source of a quotation, concept, or statement. The author’s surname, year of publication, and page number (for quotations or paraphrased material) are inserted at the appropriate point in the text, referring readers to full bibliographic information in the reference list.

Contraction. A contraction is an abbreviation that includes the first and last letters of a word or shortened forms of a full word.

End Matter. The end matter contains the appendixes and reference list that come at the end of the thesis.

Initialism. An initialism is a term based on the first letters of the elements of a name and read as a series of letters, rather than as a single word.

Preliminary Pages. The preliminary pages (or front matter) are all the material of an introductory nature that precede the text of the thesis.

Reference List. A reference list is a list of all sources that were cited in the text of a paper or thesis.

ABSTRACT

This study focused on the problem that institutions of Christian higher education are reactive or passive towards political, social, and spiritual trends affecting education and leadership in South Africa. A group of thirty-two participants consisting of Christian higher education leaders, clergy, Christian scholars, and politicians was selected from various regions of South Africa. An instrument focusing on historical precedents and current ideas of the African Renaissance was designed and utilized. The findings reveal that the respondents predict a move towards indigenous forms of Christian higher education teaching methods, curriculum, objectives, and leadership. The study concludes that the African Renaissance in South Africa will impact institutions of Christian higher education by promoting a proactive approach to current trends.

CHAPTER 2

REVIEW OF LITERATURE

Renaissance is not a new concept. It emerged in Europe in the thirteenth century and extended throughout the fifteenth century (New 1977). In the context of Africa, the use of the term *renaissance* is encountering challenges from scholars and concerned Africans. Scholars agree with the phenomenon but argue that the semantics are not appropriate to describe Africa's uniqueness in the world. They stress that the Renaissance was unique to Europe and cannot be replicated.

Kirby (1998) argues that South African Deputy President Thabo Mbeki, who is notoriously famous for adopting the term *African Renaissance* to the African economic policy reforms, is misusing the term.² 1 In Kirby's view, African Renaissance is mythical because it addresses "social reconstruction, political reform, balanced economical cadences, industrial and technical interlinkings, better telephone lines, and medical services" (1), rather than traditions, arts, and ideas of the African people. He advocates that the term is more acceptable in Africa when it is used in the context of sociocultural transformation rather than socioeconomic reforms. Kirby states that "African Renaissance would be a resuscitation of the prodigious and extraordinary compass of African musical forms and traditions, graphic arts, ideas" (10). Friedman (1996) suggests that an African Renaissance in the arts is reflected in the paintings of South African artist Keresemose Richard Baholo (1).

² On June 2, 1999, Thabo Mbeki was elected president of South Africa, succeeding President Nelson Mandela, the first black president of South Africa.

Some important features of its background were (a) the rise of a pan-European culture; (b) emergent individual thinking; (c) the rise of capitalism opposed to the Church's prohibition of loans for interest, as well as the Church's later compromise with capitalism; and (d) the nation states in Europe with the consequent divisions of territory. Estep (1986) also identifies a concept he named "medieval montage" that describes feudal Europe (66).

Feudal Europe's superstitions demanded a new approach to life and such an approach could be found only in the Renaissance.

Renaissance

The Renaissance was a period hostile to "scholastic philosophy, Aristotelianism, predominantly theological interests, and debased (if alive) Latinity which ruled in the universities" (Elton 1963, 45). Renaissance was also a return to vernacular languages that marked a revival of ancient literature and promoted a more critical approach to all forms of study. A classical example from Petrarch's stories on true wisdom, which is included in Elton's *Renaissance and Reformation: 1330-1638*, is the story of the simpleton and the scholar. In the classic, the quest for true wisdom characterized the Renaissance man.

The following observation on the relationship between the Renaissance and the Reformation inspired some of the questions of the proposal at hand:

The perennial question of whether the Reformation could have occurred without the Renaissance may always go unanswered. That which is beyond question, however, is that the Renaissance made its own unique and indispensable contribution to the intellectual and religious development of the age. (Estep 1986, xi)

New (1977) established a basis for the Renaissance and the Reformation. In his perspective, both the Renaissance and the Reformation had the same causes, but each required a different approach (152). Indirectly, his text suggested a correlation between renaissance and

A table should be inserted as close as possible after the first reference to it in the text.

Finish the paragraph of text in which the reference occurs before inserting the table. Leave three blank lines (36 points) before a table and three blank lines after a table in the text.

Center the word *TABLE* (not italicized) and its appropriate arabic numeral at the top of the table.

Leave one blank line space (12 points) and center the table title in uppercase letters. If the table title is longer than one line, single-space the lines of the title and arrange the lines in inverted pyramid order (i.e., the first line is longer than the second, the second line longer than the third, etc.).

TABLE 1

GROWTH AT GREEN FOREST THEOLOGICAL SEMINARY
IN FIVE-YEAR INCREMENTS FROM 1950–1990

Year	Enrollment	Attrition	Extended	Growth	Men	Enrollment
						Women
1950	112	41	16	71	90	22
1955	115	45	18	70	88	27
1960	121	44	20	77	86	35
1965	143	51	26	92	90	53
1970	156	63	31	93	91	65
1975	172	65	27	106	100	72
1980	201	71	31	130	90	101
1985	243	81	36	152	103	140
1990	266	95	44	171	151	115

The next paragraph of the paper or thesis would continue at this point three line spaces (36 points) below the table.

A figure should be inserted as close as possible after the first reference to it, usually after the end of the paragraph in which the reference occurs. Leave three blank lines (36 points) before the figure and three blank lines after the figure in the text. A figure caption is typed two blank lines (24 points) below the figure. Begin the caption flush left and type the abbreviation *Fig.* (not italicized), followed by the appropriate arabic numeral and a period. Insert two spaces and type the figure caption, using sentence-style capitalization, followed by a period. Add any information needed to clarify the figure. Figure 1 shows the correct format for figures in the text of a paper.

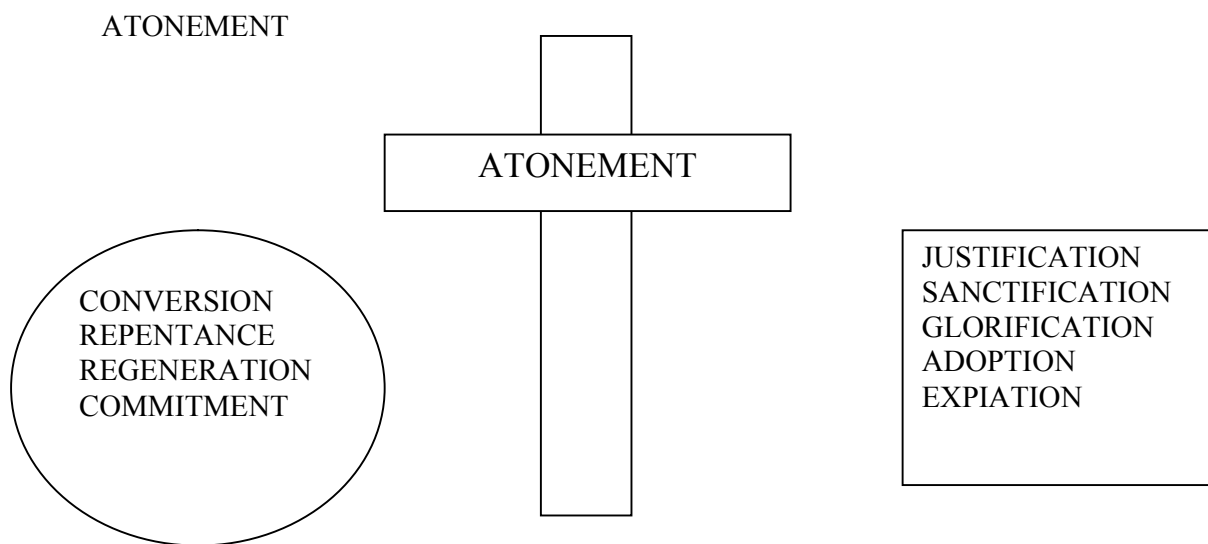


Fig. 1. The redemptive process. The redemptive process is focused on the atonement of Christ's substitutionary sacrifice for sinners. The circle represents the elements of conversion, the cross is the way of redemption, and the square represents the believer's position as a child of God.

The next paragraph of the paper or thesis would continue at this point three line spaces (36 points) below the figure.

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