

# Andrews University Standards for Written Work

Thirteenth Edition

Recommendations and Requirements  
of All Departments and Programs  
of the University

Revised and edited by Bonnie Proctor

Andrews  University

School of Graduate Studies and Research  
Berrien Springs, Michigan  
2015

<http://www.andrews.edu/grad/resources/research.html>



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## Chapter 1

### GENERAL INFORMATION

This manual is intended as a guide in writing term papers, research projects, theses, doctoral dissertations, and any other written work in connection with course work or degree requirements. It sets forth **format** requirements that are unique to Andrews University. Individual departments of the University may have additional requirements or may specify requirements in greater detail. You must counsel with your adviser and/or guidance committee concerning any special departmental requirements that may apply. All projects, theses, and dissertations should be prepared in the format specified in this manual and in accordance with those special requirements.

#### STYLE VS. FORMAT

Many students ask, What is the difference between *style* and *format*?

*Style* dictates such matters as whether to use footnotes or in-text references, whether to write numbers as words or figures; capitalization rules, and whether a bibliography or reference list is produced. At the beginning of writing, you and your adviser and/or committee must agree on the style to be used; that style must be followed throughout the paper.

Andrews University requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the placement and layout of preliminary pages, (3) placement of page numbers, (4) subheads, and (5) how to display tables and figures.

#### FONTS, PAPER, AND PRINTING

Fonts similar to Times New Roman, New Century Schoolbook, and Courier are acceptable. A serif rather than a sans serif typeface (such as Arial) is preferred. The size of the type should range between 10 and 12 points. Do not use a compressed typeface or any settings on your system that would decrease the spacing between letters or words. The default settings are normally acceptable. The final paper must comply with *all* the rules regarding format (margins, spacing, and page number placement).

All text is double spaced on one side of the paper with footnotes single-spaced. Draft versions of theses and dissertations may be printed on multipurpose paper. Final copies of research projects, theses, and doctoral dissertations must be printed on high-quality, acid-free paper—20# with at least 25 percent cotton rag content—to assure a longer shelf life. This quality paper is neither demanded nor recommended until the very final copy.

Students with a short thesis or dissertation may find that it is more economical to print the required number of copies themselves rather than to submit a digital file to the dissertation secretary (which will then be printed by Andrews University's LithoTech). Un-link any live URLs and convert these to black text. Convert your electronic file to a PDF, which will embed fonts and preserve graphics at a print-quality resolution.

## RECOMMENDED STYLE GUIDES

Before writing, supply yourself with the style guide recommended by your department or program. In matters of format *not* specified in *Standards for Written Work*, conform to the specifications of the manual prescribed (and possibly amended) by your department.

### **Departments**

### **Guide Recommended—Most Recent Edition**

Accounting, Economics, and Finance	Kate L. Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , 8th ed., revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff (Chicago: University of Chicago Press, 2013).
Agriculture	Turabian; see above for details.
Architecture, Art, and Design	Turabian; see above for details.
Aviation	Turabian; see above for details.
Behavioral Sciences	American Psychological Association, <i>Publication Manual of the American Psychological Association</i> , 6 <sup>th</sup> ed. (Washington, DC: American Psychological Association, 2010).
Biology	CBE Style Manual Committee, <i>CBE Style Manual</i> (Arlington, VA: Council of Biology Editors), with departmental revisions; or follow journal style used by respected journal.
Chemistry and Biochemistry	Anne M. Coghil and Lorrin R. Garson, eds., <i>The ACS Style Guide</i> (Washington, DC: American Chemical Society, 2006).
Communication	APA, <i>Publication Manual</i> ; see above for details.
Engineering and Computer Science	Turabian; or APA, <i>Publication Manual</i> ; see details above.
English ( <i>Literature emphasis</i> )	<i>MLA Handbook for Writers of Research Papers</i> (New York: Modern Language Association of America, 2009).
( <i>TESOL emphasis</i> )	APA, <i>Publication Manual</i> ; see above for details.
Graduate Psychology and Counseling	APA, <i>Publication Manual</i> ; see above for details.
History and Political Science	Turabian; see above for details.
International Language Studies	<i>MLA Handbook for Writers of Research Papers</i> ; see above for details.
Leadership	APA, <i>Publication Manual</i> ; see above for details.
Management, Marketing, and	APA, <i>Publication Manual</i> ; see above for details.

Information Systems	
Mathematics	Committee of the AMS, <i>A Manual for Authors of Mathematical Papers</i> (Providence, RI: American Mathematical Society, 1966).
Medical Laboratory Sciences	APA, <i>Publication Manual</i> ; see above for details.
Music	Turabian; see above for details; or Kathleen Dugdale, <i>A Manual of Form for Theses and Term Reports</i> (Bloomington, IN: Indiana University Bookstore, 1962).
Nursing	APA, <i>Publication Manual</i> ; see above for details.
Physical Therapy	<i>American Medical Association Manual of Style</i> (New York: Oxford University Press, 2007); or the specific journal you are submitting to.
Physics	American Institute of Physics, <i>Style Manual</i> (New York: American Institute of Physics, 1990).
Public Health and Wellness	APA, <i>Publication Manual</i> ; see above for details.
Religion and Biblical Languages	Turabian; see above for details; also specific recommendations in this manual.
Social Work	APA, <i>Publication Manual</i> ; see above for details.
Speech-Language Pathology and Audiology	APA, <i>Publication Manual</i> ; see above for details.
Teaching, Learning, and Curriculum	APA, <i>Publication Manual</i> ; see above for details.
<b><i>SDA Theological Seminary</i></b>	Turabian (see above for details and also specific recommendations in this manual); <i>The SBL Handbook of Style</i> (Peabody, MA: Hendrickson Publishers, 1999) for Old Testament, New Testament, and Biblical Studies; <i>Bulletin of the American Schools of Oriental Research (BASOR)</i> 253 [1984]: 1-8 and 294 [1994]: 1-6 for papers in archaeology; APA, <i>Publication Manual</i> (see above for details) for Religious Education; and APA, <i>Publication Manual</i> (see above for details) for DMin project documents.

## **THE TERM PAPER**

A term paper is written as a partial fulfillment of one particular course. The teacher of the course sets up the requirements for the term paper. You are directly responsible to that teacher when you write your paper.

## THE RESEARCH PROJECT

The project is usually a departmental endeavor. Each project consists of (1) a formal research proposal; (2) the administration of treatments and/or instruments and an analysis of resulting data—unless the project is entirely of a historical, philosophical, or theoretical nature; and (3) the formal reporting of the entire undertaking, including the conclusions and implications of the study.

### Adviser

One faculty member is required to serve as an adviser for a project. You may choose this adviser in consultation with your curriculum adviser. Before beginning work on a project, you must have the approval of the project adviser.

You must also file with the department a statement naming the project adviser. In some departments this statement is a written or oral agreement with the department chair; in others the statement appears on the Statement of Adviser and Project Approval form (obtainable at the department office). In the case of a form statement, one copy is given to the adviser and the second is filed with the department. Should a change of adviser or research project become necessary, a new statement must be filed.

### Content and Quality

The content of your research project must be directly related to your area of concentration. The substantive content of the research project deals with (1) the testing of theory, (2) the application of theory, and/or (3) a creative, original proposition that you construct regarding a specific problem.

The results of the project should be significant to the existing body of research. It should furnish knowledge in which professional researchers will be interested.

The quality of the project report must reflect a high level of scholarship. The report must be written in the University-approved *format* recommended in this manual and in the *style* of the manual approved by the department. The completed working copy must be submitted to your adviser for final suggestions and comments. The finished report must be publishable as it stands.

### Number of Copies and Binding

Two copies of your report must be submitted unless your adviser specifies otherwise. One copy is given to your adviser; the other is deposited in the department files. Your project should be submitted in whatever type of report covers or binding specified by the department for which the project is prepared. You are responsible for any expenses incurred in the preparation of your research project.

### Deadlines

The final copies of the research project report must be submitted to the research adviser fourteen days preceding the date of graduation. Completed and signed approval forms for the research project must be filed in the Academic Records Office no later than noon on Friday, one week preceding graduation exercises, unless an earlier time is specified by the department.

## THESES

A thesis advances a position or proposition and seeks to maintain it by argument. While a research project is considered a departmental endeavor, the thesis is a University endeavor. Furthermore, the thesis is a more in-depth study and usually more lengthy. If you are required or elect to write a thesis, you are guided by a two- or three-member thesis committee nominated by the department chair or program director.



You must first submit a proposal to your thesis committee. The proposal includes (1) the statement of the problem, with an introduction and/or background; (2) the purpose or need of the study; (3) a brief description of the literature and research relevant to the problem; and (4) the proposed methods and procedures that are to be used to solve the problem.

### **Content and Quality**

The thesis must be concerned with some problem in your area of concentration. It should be a contribution to the existing body of research and furnish knowledge in which the scholarly community is interested. The substantive content follows the ideas outlined in the proposal and includes the results, conclusions, and recommendations yielded by the study.

The quality of the thesis must reflect a high level of scholarship. It must be written in the University-approved *format* recommended in this manual and in the *style* of the manual approved by the department in which you are enrolled.

When the content of the thesis has been approved by the thesis committee, it must be submitted before the defense to the dissertation secretary who checks for conformity with University standards.

### **Abstract**

A 150-word abstract must be submitted with the thesis. For details on the abstract, see Exhibit B.

### **Number of Copies and Binding**

The University requires *three* copies of the thesis (including the abstract and an approval page signed by the thesis committee members). Submit a digital file of your thesis to the dissertation secretary, who directs Lihtotech to print the document. These copies are then processed at the James White Library and sent off-campus for binding. Your account is then charged for the printing and binding of all three copies. After binding, one copy is placed in the Adventist Heritage Center, one is given to the James White Library, and one is returned to the department in which you did your work. If you desire a personal copy, make arrangements with the dissertation secretary for the printing, binding, and mailing of these copies.

In addition, provide the dissertation secretary with a digital file of your thesis—preferably in PDF—to submit to the James White Library for posting to their catalog. The dissertation secretary will provide you with the Submission Agreement form. Check with your department chair regarding submission of your thesis to ProQuest/UMI, which provides broader dissemination of your work.

### **Deadlines**

You should register initially for thesis credit no later than one quarter prior to graduation. A printed copy of the thesis must be approved by the thesis committee and then submitted to the dissertation secretary before defense. Defense of the document must take place at least six weeks before the graduation during which the student plans to graduate. Three weeks before conferral of the degree, the post-defense copy of the thesis should be submitted to the dissertation secretary for final checking. The digital file of the thesis, plus a signed paper copy of the approval page, must be submitted to the dissertation secretary at least 10 days before graduation. If this deadline is not met, graduation will be delayed.

## **DISSERTATIONS**

The Theological Seminary and the School of Education have their own handbooks that spell out specific details concerning all aspects of preparing, writing, and completing dissertations for all doctoral degrees.

Please be reminded that:

1. The length restriction on doctoral abstracts has been removed.
2. You are expected to follow the format rules recommended by Andrews University and outlined in this manual.
3. **Doctor of Ministry** candidates: Submit a final (post-oral assessment, revised) *digital* copy of the project document—along with a *paper* copy of your signed approval page—to the DMin program office in accordance with the DMin Completion Deadline Schedule. Note that your submitted digital file will have an *unsigned* approval page—for security precautions.

From this digital file (PDF is preferred), three copies will be printed for the University. Please make arrangements with the DMin program office for the printing, binding, and mailing of any additional copies made for personal use.

In addition, please submit a completed James White Library Submission Agreement form (available from the DMin program office) so that your digital file can be posted in the Library's online catalog. The DMin program provides the necessary forms for submitting your project document to ProQuest/UMI for publishing, where it will have wider exposure.

4. **Ed.D., Ph.D., and Th.D.** candidates: Submit a final, chair-approved, post-defense *digital* copy of the dissertation, plus a *paper* copy of the signed approval page, to the dissertation secretary *no later than Wednesday*, 10 days preceding graduation. Failure to meet this deadline will delay the student's graduation. Note that the digital file will have an *unsigned* approval page—for security precautions.

LithoTech will print five copies from this digital file for Seminary students, or four copies for School of Education students and the Seminary's Religious Education students. These will then be processed at the James White Library and sent off-campus for binding. These bound copies remain with the University. Please make arrangements with the dissertation secretary for the duplicating, binding, and mailing of any additional copies made for personal use.

Two more submission steps are required:

- a. **Students must submit their dissertation in digital format (PDF) to ProQuest.** There is no cost for this submission, and the dissertation secretary will provide you with the directions for this process. (These directions are available online at [www.andrews.edu/grad/resources/research.html](http://www.andrews.edu/grad/resources/research.html).) ProQuest Dissertation Publishing provides the only comprehensive service in the world for publishing, archiving, and disseminating graduate research. As a publishing partner with ProQuest, you become entitled to a host of services, including distribution of citations and abstracts through ProQuest Dissertations & Theses, and optional filing of copyright registration with the United States Copyright Office.
- b. **Students must provide the dissertation secretary with a completed James White Library Submission Agreement form.** The digital dissertation file will be uploaded to the James White Library's online catalog, which provides wide exposure for your research. The dissertation secretary will provide you with the Submission Agreement form; it is also available online at [www.andrews.edu/grad/documents/submission-agreement-form-for-jwl.pdf](http://www.andrews.edu/grad/documents/submission-agreement-form-for-jwl.pdf).

At this point, the dissertation secretary will notify the Academic Records Office that you have completed all dissertation requirements.

## Chapter 2

# CONTENTS OF THE WRITTEN WORK

### ARRANGEMENT OF CONTENTS

Every project report, thesis, and dissertation is composed of three parts: preliminary pages, text, and reference materials. In addition, each thesis and dissertation must have an abstract. All the pages of these parts are presented in a certain order and are counted and/or numbered according to specific rules. Listed below is the order in which the pages appear and pertinent remarks regarding them. Full descriptions of the various parts of the paper follow.

#### ***Abstract***

*Since the abstract with its title page never exceeds four pages, there is no need to number its pages.*

Blank page	Page is neither counted nor numbered.
Abstract title page	See Exhibit A.
Abstract	See Exhibit B. Word-limit restrictions have been removed.

#### ***Preliminary pages***

*Preliminary pages are numbered at the bottom of the page in lower-case roman numerals and centered under the text.*

Title page	A title page must appear in all papers. The format is the same except for the name of the department. This page is usually p. i, but the number does not appear on the page. See Exhibits C, D, E, and F. The title page for an honors project has its own form.
Copyright page	This page is neither numbered nor counted. Upon creating your thesis or dissertation, copyright privileges now vest immediately—without notice or registration formalities. However, you should include a copyright notice in your thesis or dissertation. This signals to readers that you acknowledge your legal rights and that you are the copyright owner. <i>Registration</i> of this copyright with the U.S. Government is optional. However, for American publications, registration is required before you can file an infringement lawsuit. Notice should appear as follows:

©Copyright by Mary M. Lightfoot 2014  
All Rights Reserved

The copyright notice is placed in the middle of the page or near the lower left corner (within the margins). The U.S. Copyright Office offers a wealth of

information in its “circulars” and registration forms. Call the forms hotline day or night at 202-707-9100 to request copies. Also check the Copyright Office website at [lcweb.loc.gov/copyright](http://lcweb.loc.gov/copyright).

Approval page	Approval page varies according to department and degree. See Exhibits G to J. Some programs provide this page; check with the program secretary. This is p. ii, but the number does not appear.
Dedication	Optional. If you make a dedication, keep it brief. It is p. iii.
Table of Contents	The table of contents <i>must</i> reflect the first three levels of subheadings used; it <i>may</i> (but does not need to) include the fourth level. See Exhibit K. Ordinarily the first page of the contents is numbered iii; it is numbered iv when there is a dedication.
List of Illustrations (or Figures)	When two or more illustrations (or figures) are in your text, a list of illustrations is required. See Exhibit L.
List of Tables	When two or more tables appear in your text, include a list of tables. If both the list of tables and the list of illustrations can fit comfortably on one page, this is preferred. See Exhibit L.
List of Abbreviations	A paper that uses abbreviations—especially in footnotes as done in the Seminary— must have a list of abbreviations. See Exhibit M.
Preface/ Acknowledgments	A preface and/or acknowledgments is optional. See Exhibit N.

### ***Text***

*All pages of the text and all reference materials that follow the text are numbered with consecutive arabic numerals. All page numbers are placed 3/4 inch from the bottom center of the page (i.e., outside the margin). Normally, this is two lines below the bottom line of a full page of text.*

Introduction	An introduction may be used before chapter I to set the stage for what follows; or it may be chapter 1, so titled.
Body of paper	The body of the paper is made up of chapters in which the study is developed.
Summary or Conclusion	The summary and/or conclusion is usually the last chapter and can be so titled; however, in some papers, especially where there is an introduction that is not chapter 1, a summary may follow the final discussion of the problem, methods, and findings of the study.
Recommendations	When recommendations are made, they usually appear as a part of the final chapter or at the close of the summary and conclusions.

## ***Appendix and bibliography/reference list***

*The appendix material follows the text and is numbered consecutively in arabic numerals. Photocopied material will need to be scanned into your dissertation/thesis file so that when your document is uploaded to the James White Library, the appendix material is included.*

Cover sheet(s) or half-title pages	Cover sheets are optional. They can be used to group and/or identify appendix materials. These pages, if used, are counted, but page numbers do <i>not</i> appear on them.
Appendix(es)	Each appendix is listed separately by number (or letter) in the table of contents. Grouping like materials in one appendix is recommended unless there are very few items. The appendix title and number appear either on a cover sheet or at the top of the first page of each appendix. If like items are grouped together, a cover sheet is recommended. For example, it is best to have all letters grouped in one appendix rather than have a separate appendix for each letter. If page numbers already appear on the appendix material, place your new page numbers in the bottom right-hand corner in square brackets.
Glossary/List of Abbreviations	A glossary at the end of the paper is optional and is seldom used. In Seminary papers, it is preferable to have the list of abbreviations at the beginning of the paper. Unknown terms needing explanation usually appear as definitions in the first chapter.
Cover sheet or half-title page for bibliography/reference list	Optional. A cover sheet is not used unless the same device is used for the appendixes.
Bibliography	In most cases, it is preferable for the bibliography to appear in <i>one</i> list rather than in several categories. Other scholars will find it much simpler to search one list rather than search through several categories to locate items of particular interest. If two or more categories are deemed essential, keep them to an absolute minimum and only with the approval of the adviser.
Vita	A brief résumé (one page only, usually in list format) of your educational and professional accomplishments is required for all School of Education and DMin dissertations and theses.
Blank page	The last sheet that appears in your work is blank.

## **THE ABSTRACT**

The abstract—a brief, comprehensive summary of the contents of the document—appears at the beginning of each thesis or doctoral dissertation. It consists of a title page and the abstract. Exhibit A shows a sample abstract title page. Note that the inch indicators shown in the margins of the sample page are measured from the top edge of the page.

Seminary students are to use the term *adviser* on the title page of theses or dissertations; Education students use the term *chair*.

Abstracts for theses and dissertations are no longer restricted to a certain number of words. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database. Do *not* include in-text references or footnotes in the Abstract—it must be able to stand alone.

Abstracts written for formal research are frequently, though not necessarily, divided into four sections. See Exhibit B.

### **Abstract Content**

Abstracts that give a report of an empirical study describe:

- |             |   |
|-------------|---|
| The Problem | A clear statement of the purpose of the study—in one sentence if possible.  |
| The Method  | A clear but brief description of the subjects and pertinent characteristics (number, age, gender, etc.) and the experimental methods that are used (data-gathering procedures, apparatus, instruments, etc.). |
| The Results | A report on the findings, including statistical significance levels.  |
| Conclusions | A list of conclusions, implications, recommendations, and applications.   |

Abstracts that review a theoretical or philosophical study include:

- |             |   |
|-------------|---|
| The Topic   | A clear statement, in one sentence if possible.   |
| The Purpose | A statement that describes the organizing construct and scope of the paper.                 |
| The Sources | An indication of the basic published literature used and/or personal observations involved. |
| Conclusions | A statement of conclusions reached with implications or applications.                       |

## **PRELIMINARY PAGES**

The preliminary pages follow a set format prescribed by the University.

### **Title Page**

The title page gives the name of the University and of the particular department in which you are enrolled. Also included is the title of the study, the course or degree for which the paper is submitted, the author's name, and the date. Honors projects have a special title page.

### **Approval Page**

The approval page varies according to the department and degree. Be sure to choose the one appropriate to your department and for the degree you are pursuing. See Exhibits G through J. Consult with adviser for proper form.

## **Table of Contents and Lists**

The table of contents recommended by Andrews includes at least three levels of subheadings. A fourth level is optional. Chapter titles in the contents should be written in all capitals; subheadings are written in *headline style* for the first three levels and in *sentence style* for the fourth.

When using *Turabian* headline style, capitalize first and last and all words except articles, coordinate conjunctions, prepositions, or “to” as part of an infinitive. For *APA* headline style, capitalize every word of *four or more* letters, regardless of the word's function.

The subheads in the table of contents should appear *precisely* as they appear in the text of the paper. Exhibit K has a sample table of contents.

Lists of tables and illustrations also follow the headline style of writing. The wording of the titles of tables in the list should correspond *precisely* with that used in the tables as they appear in the text. The wording in the list of illustrations should correspond *exactly* with the initial portion of the legend that appears beneath the illustrations in the text. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list. See Exhibit L.

When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Publishing information is not included in the list of abbreviations; however, on rare occasions the name of the author(s) or editor(s) may be included. See Exhibit M.

## **Preface, Acknowledgments, and Dedication**

The preface gives a brief insight into the paper presented. See Exhibit N. The preface usually ends with the acknowledgments. If you write acknowledgments only, simply entitle the page "Acknowledgments."

Some writers like to add a page of dedication. If you use one, make it brief. It follows the approval page. See *Turabian*, 8<sup>th</sup> ed., p. 379, for recommendations.

## **MAIN BODY OF TEXT**

### **Chapters**

Chapter numbers should be written in arabic numerals.

### **Rules for Tables and Figures (Illustrations)**

The preparation of tables and figures requires care regarding spacing, arrangement of headings, and placement with respect to the text; therefore, early consultation with the dissertation secretary is recommended.

1. Tables are numbered consecutively throughout the text and appendix with arabic numerals. Table titles should be presented in accordance with the style manual used in your department.
2. Double, line and a half, or single spacing may be used in creating visually appealing tables.
3. A table or figure that takes up a half page or more should be centered on a separate page. It can then be inserted into your paper immediately after its first introduction.

4. Do not place short bits of text—less than three lines—before, between, or after tables on a table page. Two short tables or figures that are in succession and are first mentioned on the same text page may share a page.

5. Open tables are preferred; boxed tables may be used if they are short enough to be contained on one page; tables that contain many numbers may use a grid format.

6. A table may be continued over two or more pages. However, a table that is continued must start at the very top of the page. On the continued page, Table X—*Continued*. appears at the top left corner of the continued table. A solid line at the end of the table shows that the table is complete.

7. Illustrations include graphs, charts, plans, photographs, diagrams, maps, etc. Sometimes it is advisable to group all illustrations in one section (usually near the end of the paper).

8. Titles of tables appear *above* the table; captions or legends appear *below* the figure.

9. A caption for a figure starts at the left-hand margin and is written in sentence style. If the illustration fills the page so completely that there is no room for the caption, the caption is centered on a facing page. In this case, the page number appears on the page with the figure—no page number appears on the facing page; however, the page is counted. (This format is most typical of and frequently used in Biology papers.)

10. Tables or figures that appear on a page with text must be preceded and followed by a quadruple space (three single skipped lines).

11. The landscape orientation might be more favorable for wider tables. The page number for such a page, however, remains in the “portrait” position—at the bottom of the page. The table faces outward—toward the edge of the paper. For the page number, insert a section break and make sure that the footer is not connected to the others before you continue. Or try inserting a text box with the number in the appropriate position.

#### Turabian-style table

With this style, the table number and title are set flush left, boldface, above the table. Notice that the title goes no further to the left or right than the limits of the table and a runover line is centered under the rest of the title, with no terminal period. Follow “sentence style” capitalization rules. For example:

**Table 2. Factors influencing students’ choice of Andrews University master’s programs (N = 24)**

Response	Percentage
Length of program	22.1
Flexible program	30.2
Pleasant faculty	15.7

#### APA-style table

APA style recommends that the table number appear at the left margin above the title. The table title is written in “headline style” and is italicized. See sample below. Note that the APA manual shows



table samples with double-spaced lines. Remember that the APA manual shows you how to prepare manuscripts for journal publication, whereas your dissertation/thesis is a finished product for Andrews University. Therefore, double spacing in this case is not mandatory. Single and line-and-a-half spacing may be used as well.

Table 3

*Frequencies—Age Group, Gender, and Moral Orientation*

Age Group	Moral Orientation						Totals		
	Justice		Integrated		Care		M	F	Age Group
	M	F	M	F	M	F			
Young Adults	7	5	6	10	6	11	22	21	45
Mature Adults	6	2	3	8	3	12	13	25	37
Totals	13	7	9	18	9	23	35	46	82

*Note.* M = males; F = females.

Turabian-style figure

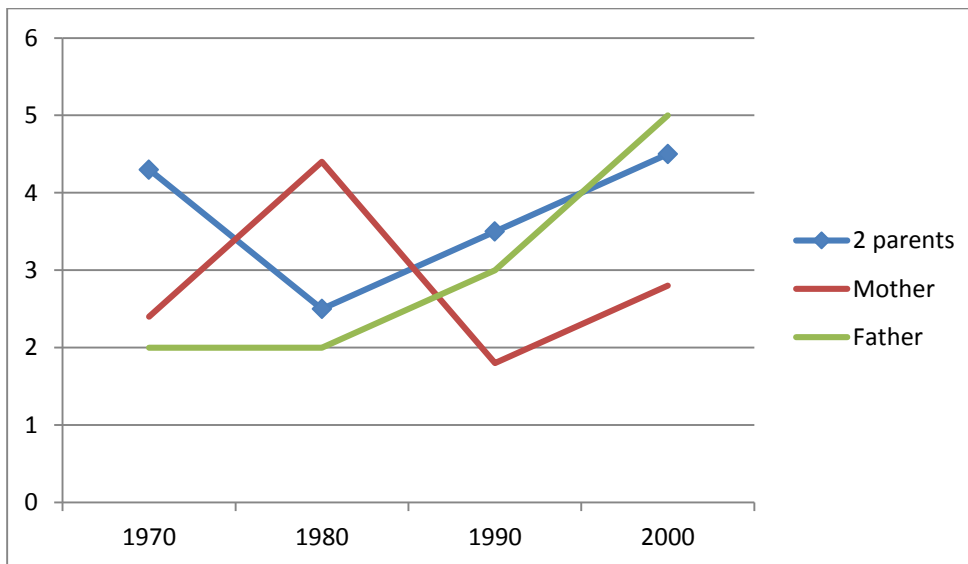


Figure 1. Changes in family structure, 1970-2000. Data from Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> ed. (Chicago: University of Chicago Press, 2013), 86.

APA-style figure

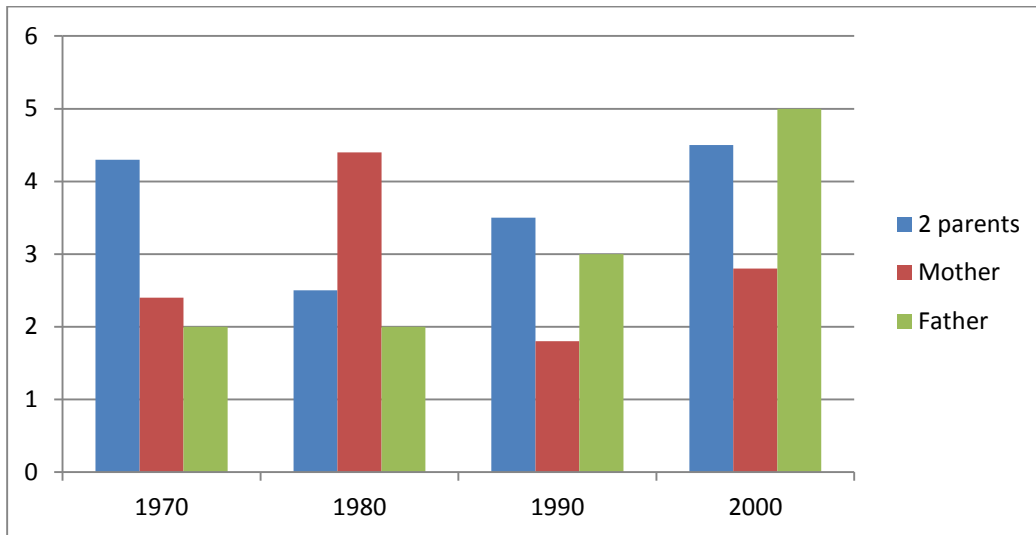


Figure 10. Changes in family structure, 1970-2000. Data from *A Manual for Writers of Research Papers, Theses, and Dissertations* (p. 89), by Kate L. Turabian, 2013, Chicago, IL: University of Chicago Press.

### Rules for Subheads

A paper is more readable when the chapters are divided into sections, which in turn may be divided into subsections. Readability is further enhanced by the titles customarily given to these sections and subsections. Such titles, called subheadings, must be used in the correct order. (See samples on next page.) Remember: These are Andrews University subheads, not Turabian's or APA's.

1. The most important subheadings, called first-level subheadings, are centered and placed in boldface.
2. Second-level subheadings are centered and in text type; they are not in boldface.
3. The third level begins at the left margin and is in boldface.
4. The first three levels of subheads are written in *headline style*. That is, when using Turabian, all words have initial caps except coordinate conjunctions, articles, prepositions, and "to" when used as part of an infinitive. APA capitalizes the initial letter of all words with four or more letters. The last two levels (levels 4 and 5) of subheads appear in *sentence style* (only first word and proper nouns with initial capital).
5. Fourth-level subheadings begin at the left-hand margin and are in text type.
6. Fifth-level subheadings are *indented* and run into the paragraph; they are in bold type and end with a period.

7. Centered subheads (and titles) may not exceed 4¾ inches and are arranged in inverted-pyramid style.
8. Margin subheads may not extend beyond the middle of the page. The left side is flush with the left margin; the right is arranged in inverted-pyramid style.
9. Words in titles and subheads may not be hyphenated at the end of a line; neither does punctuation appear at the end of a line (except level 5, which ends with a period).
10. A triple space (skip 2 single lines) appears before subheads. See Exhibit O.
11. A double space (skip 1 single line) appears after subheads. See Exhibit O.
12. A subhead cannot be the last line on a page. At least one line of text, preferably two, must appear after the subhead.
13. Subheads act as the outline to your paper. *There must be at least two subheads at any given level.* To divide one section into “A” but not “B” indicates that the divisions might not be logically structured or that A and B should be merged.

Sample subheads:

**Experimental Programs in North American  
Seventh-day Adventist Education**

(Level 1, centered, bold, title case)

Experimental Programs in Religion

(Level 2, centered, not bold, title case)

**Student-Teacher Cooperation  
in Syllabus Development**

(Level 3, left margin, bold, title case;  
note that these go to middle of  
the page only)

Importance of student input

(Level 4, left margin, not bold,  
sentence case; go to middle  
of page only)

**Students feel responsible.** When the students . . .

(Level 5, indented, bold, sentence case)

### **Summaries, Conclusions, and Recommendations**

Ordinarily a study is summarized at the close, and the principal findings of the research are briefly stated. By studying the table of contents and reading the summary, another researcher should be able to determine whether or not further reading would contribute to his or her own research.

Recommendations, when made, usually appear at the close of the summary chapter.

In some papers, it may be advantageous to write a brief overview of what the chapter contains at the beginning of each chapter and a short summary of what the chapter has said at the close of each chapter. However, this is not essential or even practical in all papers. Consult with your committee adviser or chair on this point.

## **STUDENT-PREPARED QUESTIONNAIRES**

Many research papers require student-prepared questionnaires. If your paper requires such an instrument, be aware that your instrument must appear in the appendix *as it is presented* to the respondents. Parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:

1. Each question/statement must be in the same tense and in parallel grammatical construction.
2. Spelling, grammar, and punctuation must be corrected before the instrument is used.
3. Rules governing margins, spacing, etc., of the dissertation proper should be followed in the preparation of the questionnaire.

## **APPENDIX AND REFERENCE PAGES**

### **Appendix**

The appendix contains materials that are not essential to the paper but that are useful to the reader. When the materials in the appendix fall into several categories, group similar materials in one appendix. For example, all letters should appear in one appendix, all maps in another, all tables in another, etc. Each category of the appendix is given a letter (or sometimes a number) (Appendix A, Appendix B) and is titled. For example (centered 2 inches from the top of the half-title page before specific appendix):

APPENDIX A	APPENDIX B	APPENDIX C
LETTERS	QUESTIONNAIRES	RAW DATA

### **Glossary**

A glossary may be included in a paper which uses many technical names or foreign words likely to be unfamiliar to the reader. A list of words and their definitions or translations would be very helpful. If all such words are listed under Definitions of Terms in the main text, it is unnecessary to include a glossary.

### **Bibliography/Reference List**

List all bibliographic entries in one alphabetical list. It is much easier to find a specific entry in such a list and, therefore, is a courtesy to the reader. If two or more categories are considered essential, keep the categories to an absolute minimum and make it clear to the reader how the list is divided and why.

The style for writing bibliographical entries follows the recommendations of the particular department for which you are writing. If your department permits more than one style, establish with your adviser the style you are to follow at the very *outset* of your study before typing or putting your material into a computer. Be sure this information is written down and is always passed along to all committee members, the dissertation secretary, and your typesetter *each* time the material is distributed.

Most but not all papers in Education follow APA style (the latest edition); Biology theses follow the journal style most appropriate for the publication of the specific topic; certain departments recommend the style of a specific journal or manual appropriate to the discipline; and Religion and Seminary papers follow Turabian, *BASOR*, or *SBL Handbook of Style*. Certain types of entries used in the Seminary (Turabian) are somewhat modified—examples are shown in this manual.

There may be a time when a particular topic lends itself to an alternate style. It is very important to establish very early in your writing the style you are going to use. Modified styles presented in this manual and preferred primarily for theology, religion, and religious education papers take precedence over those presented in other style manuals.

Papers using Turabian usually include a *bibliography* that lists every source cited and other works that were consulted but not cited. Papers in APA include a reference list, which includes *only* those sources mentioned in the paper. In both cases, *all sources* quoted or mentioned in the text must appear in the bibliography/reference list.

### **Vita**

A vita, the last entry in a paper, is required for all School of Education and Seminary dissertations, and DMin project documents. It is usually presented in list format and should be very brief—no more than one page—listing the author's educational and professional accomplishments. It should include the author's full name (including middle name), maiden name where applicable, date of birth, and other publications by the author. This information will aid Andrews University's Senior Cataloger in creating a Name Authority Record (NAR) for the student, which will then be submitted to the Library of Congress Authorities and the OCLC database. This also allows our Senior Cataloger to determine whether the AU graduate is identical to or differs from an identical name already entered in the Library of Congress bibliographic records.

## Chapter 3

# THE MECHANICS OF PREPARATION

### MARGINS

For theses and dissertations, the left-hand margin must be *1½ inches* and all other margins must be at least *one full inch*. The initial page of a chapter or a major section (i.e., table of contents, bibliography, etc.) has a full 2-inch margin at the top of the page. For term papers, a left-hand margin of one inch is preferred.

Margins may be slightly larger than prescribed, but they may not be smaller.

### PAGE NUMBERS

All pages are numbered at the bottom center of the page, approximately  $\frac{3}{4}$  inch from the bottom edge of the paper no matter where the text ends. At least one double space (skip one single line) must appear, however, between the last line of text and the page number. Placement of numbers must be consistent so all page numbers appear in the same place on every page. Page numbers do not have any periods or other embellishments. Pages in the appendix that have xeroxed pages or original sources, such as tests or other instruments that already carry numbers, are numbered consecutively with your paper, but the numbers may be placed just inside the margin in the bottom right-hand corner and within square brackets.

### SPACING

#### General Rules

All text is double spaced. Block quotations are single spaced.

Paragraphs are indented one-half inch, and block quotations are indented one-quarter inch. (A block quotation is a direct quote of five or more lines [Turabian and SBL] or 40 or more words [APA].)

Runover lines of bibliographic entries are indented one-half inch.

Use a ragged right margin rather than a justified margin.

The last line of a paragraph should not appear at the top of a page (widow line) unless it reaches at least to the midpoint of the page.

#### Specific Spacing Rules

##### *Four spaces (skip three single lines)*

When a table or figure appears on a page with text, leave four spaces (skip three single lines) both above and beneath the table or figure.

***Triple space (skip two single lines)***

Triple spacing is used

1. between chapter number and chapter title
2. between chapter title and whatever follows
3. before subheads that are followed by text.

***Double space (skip one single line)***

Double spacing is used

1. between lines of the text
2. between lines of a two-line title
3. between subheads and text that follows
4. between subsequent (or consecutive without intervening text) subheads
5. between footnotes
6. between bibliography entries
7. between captions in a list of tables or illustrations
8. between footnote line (which is 20 spaces long) and the first footnote. (Note this rule carefully as it is here that many problems arise when material is entered into the computer.)
9. between main divisions of table of contents and subsections
10. between table number and table title when using APA style.

***Single space***

Single spacing is used

1. between lines of the title, a chapter title, and table titles when they are more than two lines in length
2. between lines of subheads that are more than one line long
3. between lines in a block quotation
4. between lines of a footnote
5. between lines of entries in the bibliography
6. between lines of a source note below tables and figures
7. between lines of the subsections in the table of contents
8. between lines of a caption in a list of tables or illustrations
9. between text (no matter where it ends) and the 20-space footnote separator line (No more than ½ inch of space is allowed between text and the separator line.)
10. between some entries in a long table.

***Spacing of tables and illustrations (figures)***

When tables are typed, the overall size of the table, the limitations of margins, and "eye appeal" should all be considered. Use double spacing, space and a half, or even single spacing to produce the best-appearing, most-readable, and practical table. In some cases it may be necessary to reduce the size of the table to show it to best advantage and still comply with the margin limitations. In that event, the page number must be added *after* the reduction process.

***Spacing after punctuation***

1. One space follows commas (including Bible texts and page numbers), semicolons, and colons used in the text and references. One space follows periods used with initials of personal names.
2. Either one or two spaces follow end-sentence punctuation (but consistently done). Use only one space after periods in references.
3. No spaces appear
  - a. after periods of abbreviations (except for personal names)
  - b. between chapter and verse in Scripture references

- c. between hour and minutes in time
- d. between volume and pages in a book reference (but not between year and pages in a journal)
- e. between components of a ratio
- f. before and after hyphens or dashes.

4. Ellipsis points are used *only* in quoted material and have one space before and after each of three dots used to indicate omitted material. Four dots, with no space before the first dot, indicate material omitted at the end of a sentence—the first dot represents the period. Do not use ellipsis points at the beginning or end of any quotation unless it is necessary to avoid misinterpretation of the quotation.

## WORD DIVISION

In general, words at the ends of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary. Never make a one-letter division; avoid two-letter divisions; divide hyphenated words only at the hyphen; and *never* divide the last word in a paragraph, the last word of the text, or the last word on the page. Avoid placing two hyphens in a row at the right margin. More than two are not permitted. Turabian (8th ed.) has an excellent section on "Line Breaks" (20.4).

## ITALICS

Place in italics (never underlining) foreign words and titles of books, journals, and magazines. Italics for emphasis should be used very sparingly.



## Chapter 4

# ADDITIONAL SUGGESTIONS FOR WRITING FORMAL PAPERS

### FORMAL ACADEMIC WRITING

Formal English is used in academic writing. Formal writing informs and evaluates; it explains and analyzes. The writing is objective and impersonal; it avoids slang, jargon, and clichés. It is clear and concise. Contractions are rarely used because they tend to add a light or informal tone.

### FOREIGN LANGUAGE IN TEXT

Questions concerning the language to be used arise in many dissertations. Ordinarily, only one language should be used in the main body of the text. A direct quote, therefore, in a foreign language should be translated or taken from a translation. If the wording in the original language is important, the translation should be given in the text and the original in the footnote. If there is to be systematic discussion of the meaning of the language of the original, the quotation may be given in the text. When the quote is taken from an edition other than the original text, the reference to that edition is given; when it is taken from a translation the reference to the translation is given. The most authoritative edition of the text, if several editions are available, should be used. You should discuss this problem with your thesis or dissertation committee chair or adviser so that you reach an agreement on how the foreign language is to be treated *before* you begin to write.

### WHO ARE “WE”?

Do not use the editorial “we.” “We” did not carry out the research, choose the topic, or make any conclusions. However, you may assume that your reader is following along with you (e.g., “We now turn to” or “Let us now look at”).

Writing in the third person (i.e., using “this writer,” “this researcher”) gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person—“I instructed the students”—or recast the sentence to say “Students were instructed.”

### KEEP THE HISTORICAL PERSPECTIVE

When you are writing, keep in mind your reader who may be reading in the future. For example, if you write “Today’s educators promote [something],” consider how your statement may be understood in the year 2020. It is better to clarify such a statement with “Educators in the 1980s promote [something].”

Also consider carefully the historical perspective of your subject, especially in your literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that disagrees with what Brown

wrote in 1915. Also, because of disparity of the dates, Brown and Smith can hardly concur with one another. It would be possible for Smith to concur with Brown's opinion, however.

Another historical problem that confuses many non-Adventist readers is the writings of Ellen G. White. If her writings are used in a historical setting, it is important to include the date when the quoted statement was made as well as the date of a compilation, which was probably done years after her death.

## SUGGESTIONS FOR USE OF VERB TENSE

Some general principles concerning the use of verb tenses in written research reports should be kept in mind.

1. References made to the study itself are in the past tense. You are commenting on work you did before the report was written.
2. The discussion within the report that interprets the data presented may be in the present or past tense.
3. Principles that you identified, formulated, or created may be stated in the present tense.
4. A timeless principle that you use but that has been identified by someone else may be stated in the present tense.

### Examples

<i>Tense</i>	<i>Occasion</i>
1. Past	References made to the study itself in explaining procedures, analyses, etc., during the course of the study. <i>Example:</i> The instrument was refined, the data analyzed, and the findings summarized.
2. Present or combination of present and past	Speaking directly to the reader in explanation or interpretation. <i>Example:</i> Table 5 shows that most people like oranges. <i>Example:</i> Table 5 shows that most people liked oranges.

The reference to the table is always present, but the interpretation of the data may be expressed either in the present or the past.

- |                    |  |
|--------------------|--|
| 3. Present or past | Referring to other researchers.<br><i>Example:</i> Freud differed with Skinner where personality development is concerned.<br><i>Example:</i> Freud differed with Skinner where personality development was concerned. |
|--------------------|--|

When writing from the view of the historical past, use the past tense. If stating what carries weight now, use the present tense. It is usually easier to write in the active voice in the present tense, and the active voice is usually easier to read.

- |            |   |
|------------|---|
| 4. Present | Referring to principles you or other researchers identified.<br><i>Example:</i> Bodies that are heavier than air fall toward the earth.<br><i>Example:</i> Husbands differ from wives when it comes to child-rearing practices. |
|------------|---|

5. Past, present, or a combination      When reviewing other persons' research reports.  
*Example:* Jones (1963) found that children did not like interacting with hostile parents.  
*Example:* Jones (1963) found that children do not like interacting with hostile parents.

Keep in mind when reporting on the research of others that there is the chance that the researcher has at some point changed opinions. You may write: "In his 1968 study, Brown states that this test revealed . . ." Or you can say: "Brown (1968) stated that this test revealed . . ." However, it may give a false impression to state unequivocally: "Brown states that this test reveals . . ."

## USE GENDER-INCLUSIVE LANGUAGE

The editors of many professional journals now advocate the use of gender-inclusive language for the articles they print. (See the American Psychological Association's *Publication Manual*, 6<sup>th</sup> ed., p. 73.) This is especially true of those who prepare journals representing disciplines that include many women (i.e., education, library science, and nursing).

The National Council of Teachers of English (NCTE), among others, makes several suggestions as to how to handle the general problems of sexist language.

### Omission of Women

1. *Man* in its original sense carried the dual meaning of adult human *and* adult male, but its meaning has come to be so closely identified with adult male that the generic use of *man* and other words with masculine connotation should be avoided whenever possible.

<i>Example</i>	<i>Alternative</i>
mankind	humanity
man-made	synthetic, manufactured, machine-made
the common man	the average person, ordinary people

2. The use of *man* in occupational terms where persons holding the jobs could be either male or female should be avoided.

<i>Example</i>	<i>Alternative</i>
chairman	coordinator (of a committee or a department) moderator (of a meeting), presiding officer, head, chair
steward, stewardess	flight attendant
policeman, policewoman	police officer

3. Since there is no generic singular pronoun to denote gender, we have used *he*, *his*, and *him* in such expressions as "the student . . . he." Seek alternative approaches to avoid the exclusion of women.

a. Recast into plural.	
<i>Example</i> Give each student his paper as soon as he is finished.	<i>Alternative</i> Give students their papers as soon as they are finished.

- b. Reword to eliminate problem.
- |   |  |
|---|--|
| <b>Example</b>                                  | <b>Alternative</b>                           |
| The average student is worried about his grade. | The average student is worried about grades. |
- c. Replace masculine pronoun with *one*, *you* (only in informal text), or (very sparingly) *he* or *she*.
- |   |   |
|---|---|
| <b>Example</b>  | <b>Alternative</b>  |
| If the student was satisfied with his score, he took the test.      | The student who was satisfied with his or her score took the test.          |
| If he passes the test, he has the option to go on to the next unit. | One who passes the test has the option to go on to more difficult problems. |
- d. Alternate male and female expressions.
- |   |  |
|---|--|
| <b>Example</b>  | <b>Alternative</b>   |
| Let each student take an active role. Has he had a chance to talk? Does he feel left out? | Let each student take an active role. Has she had a chance to talk? Does he feel left out? |
- e. Certain phrases assume that all readers are men.
- |   |   |
|---|---|
| <b>Example</b>  | <b>Alternative</b>  |
| The delegates and their wives were invited to a dinner. | The delegates and their spouses were invited to a dinner. |

### **Demeaning Women**

1. Men and women should be treated in parallel terms in descriptions, marital status, and titles.

<b>Example</b>	<b>Alternative</b>
the lady doctor	the doctor
Senator Percy and Shirley Chisholm	Charles Percy and Shirley Chisholm
Mr. Percy and Mrs. Chisholm	Senator Percy and Representative Chisholm

2. Terms that patronize or trivialize women should be eliminated.

<b>Example</b>	<b>Alternative</b>
gal Friday	assistant
ladies	women (unless ladies is paired with gentlemen)
poetess	poet
coed	student

### **Gender-Role Stereotyping**

1. Women should be shown as participating on an equal basis. The statement "Charles is a male nurse" and "Louise is a woman doctor" are equally objectionable.

<b>Example</b>	<b>Alternative</b>
Executives become so involved with business that they neglect their wives and children.	Executives become so involved with business that they neglect their families.
Jane's husband lets her have a part-time job.	Jane works part time.

- Jobs and roles should not be stereotyped.

**Example**

The elementary teacher . . . she . . .

The principal . . . he . . .

A nurse . . . she . . .

Have your mother send a lunch  
with you.

**Alternative**

Elementary teachers . . . they . . .

Principals . . . they . . .

Nurses . . . they . . .

Ask your parents to send a lunch with you.

## Research

Those involved in writing up the results of their research should keep in mind the following counsel from *Guidelines for Nonsexist Use of Language in NCTE Publications*.

- Careful consideration should be given to the methodology and content of research to ensure that it carries no sexist implications. (This does not deny the legitimacy of research designed, for example, to study gender differences in the performance of certain skills.)
- The sample population should be carefully defined. If both males and females are included, references to individual subjects in the report of the research should not assume that they are male only.
- The examples used for case studies should be balanced in numbers of male and female subjects if both genders were involved in the study.

## PLAGIARISM

Do not claim the words and ideas of another as your own; give credit where credit is due. Use quotation marks to indicate the exact words of another; carefully cite sources and acknowledge what material has been borrowed. When summarizing or rearranging the order of a sentence, you still need to credit the source (APA, 2010, p. 15). See the APA manual (2010, 6.03–6.08) for specific guidelines in quoting and paraphrasing. One can be guilty of plagiarism inadvertently through ignorance or carelessness. See Turabian 7.9, 15.1, and 25.1 (8<sup>th</sup> ed.) for excellent advice on avoiding plagiarism, paraphrasing, and citing ideas that are not your own. Andrews University's statement on Academic Integrity from the *Andrews University Bulletin 2013-2014* (p. 33) is included here:

### AU Statement on Academic Integrity

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents
- Plagiarizing, which includes copying others' published work, and/ or failing to give credit properly to other authors and creators

- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University)
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud
- Presenting another's work as one's own (e.g., placement exams, homework assignments)
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Copying from another student during a regular or take-home test or quiz
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

## Chapter 5

### SPECIFIC CONCERNS FOR THOSE USING TURABIAN

Before you start to work on the references for your term paper, thesis, research project, or doctoral dissertation, make sure that Turabian-style references are those preferred by your department and/or chair. Certain types of references lend themselves to certain disciplines.

Footnotes follow different guidelines. The style recommended by Andrews University is that which is designated *notes-bibliography style* in Turabian's *Manual* (8th ed.). Specific recommendations for certain types of footnotes used primarily in papers using Turabian appear in this chapter and in Appendix A.

#### FOOTNOTES (GENERAL)

Number notes consecutively, restarting each chapter with note 1. Begin every footnote on the page on which you reference it. Footnotes may be presented in a typeface smaller than the text, but never in a typeface smaller than 10 points.

The first note to a reference includes all the facts of publication. Subsequent footnotes to the same work are given in a shortened form: author's surname plus shortened title of work—called *author-title* notes.

References to E. G. White's books should follow the same guidelines as other works. Abbreviations familiar to Seventh-day Adventists may be used in the text only when the research deals specifically with White's writings. In such a case, a list of abbreviations must be included in the preliminary pages, and the date of the writing (as well as the date of the edition quoted—if there is a difference) should be indicated.

#### FOOTNOTES (SPECIFIC)

Several specific suggestions are given here to guide the writing of footnotes.

1. For Seminary papers, in the first reference to a work, whether in the text or in a footnote, the author's name should appear as given on the title page of the work cited. However, should the title page carry the author's surname only, the first initial should be supplied from some other source if at all possible.
2. Turabian (8<sup>th</sup> ed., 23.2.4) gives a detailed table for using continued or inclusive page numbers in references. You may use this system or you may write out all numbers; whichever system you use, follow it consistently throughout the paper.
3. Footnotes for encyclopedia signed articles should include the following sequence of information: Author, article title, name of encyclopedia, edition, date, volume, and page number(s) for the first citation of the article. However, unsigned encyclopedia articles are written with the name of the

encyclopedia first, followed by the number of the edition and s.v. with the name of the article—as recommended by Turabian 17.5.3. (Bible dictionary and lexicon references follow the same form as that used for encyclopedias except that publishing information is included in the bibliography.)

4. References for commentaries with unsigned articles include the following sequence: Article title, commentary title, name of editor, place of publisher, publisher, date, and volume and page number. In commentaries such as the *SDA Bible Commentary*, some articles appear on specific subjects. Where this occurs, the article title can be used. Comments on the Bible text, however, often appear without a specific title. In this instance, use the title of the book under discussion (e.g., "Isaiah"—in quotation marks) as the article title and follow with the pertinent information. (See sample of correct form in the appendix.)

5. References for journal articles should follow Turabian 17.2. The *month* or *season* designation may be omitted, leaving only the year date, *unless* each issue starts pagination at page 1. However, it may be a courtesy to your reader to leave in the month or season to facilitate his/her research. If the volume year spans two or more calendar years, the years should be hyphenated and *only one space* follows the colon before the page number—i.e., *JSOT* 1 (1978-79): 34. Turabian 17.2 provides helpful information regarding online journals.

6. When a reprint edition is used, imprint information as the original source may be limited to whatever information is available in the reprinted edition itself (usually appearing on the front or back of the title page). Paperback editions may be referenced with whatever information is available in the specific paperback edition itself. In both cases, however, students must realize that in certain papers which deal with historical sequence or with systematic thought development of a particular author—or where the date of a reprint might mislead the reader—it is very important to include original publication dates. Seek your adviser's counsel in this matter.

7. Since the purpose of references is to identify sources and to make it easy for the reader to locate them, supplementary information such as translators, authors of forewords and introductions, names of lecture series, colloquia, etc., are optional unless they are of *specific* importance in any given case.

8. References to ancient and medieval works (such as classical, patristic, and rabbinic sources) should use arabic numbers (as recommended in Turabian 17.5.1). Note that no spaces occur between periods and numerals, but spaces do follow commas and semicolons. These works may be cited only in the footnotes (and not the bibliography) if differences in translations are not relevant.

9. Abbreviations may be used in footnotes for commonly used sources (but never in the bibliography). If such sources are abbreviated, a list of abbreviations must appear in the preliminary pages of the paper. Counsel with your thesis or dissertation committee members and determine their preference on this matter before writing. (See information on abbreviations below.)

10. When Bible references are used, they are assumed to be from the King James Version unless otherwise indicated. Other versions should be indicated immediately following the reference, whether in the body of the text or in a footnote, for example: Luke 4:1 (RSV); Mark 1:10 (Moffatt). When a version other than King James is the primary source for references, you must state this in a footnote with the first reference. In such a case, the King James Version as well as any others used must be noted each time a text is cited.

11. The title of a set of commentaries (ICC, NICOT, etc.) used as an often-quoted source may be abbreviated, provided it appears in a list of abbreviations. Each time a new contributing author of an article for a commentary is introduced, the footnote follows the requirements for a first footnote.



12. When referencing a series, the name of the series (abbreviated, if appropriate) and the item should be supplied; however, the name of the series editor may be omitted. Each time a different author from the series is cited, the footnote follows the requirements of a first footnote.

13. Remember that every direct quote (whether in the text or written as a block) must have a reference. The reference number appears immediately after the quotation mark (when in the text) or at the end of the block. Other specific information, whether a direct quote or not, should also be referenced.

14. *Electronic media*: In order to provide a useful reference to an electronic source, direct your reader to the information being cited, not the home page or menu pages. Make sure your URL address works. Test the URLs on a frequent basis, and especially before submitting your final document. Retain copies of your downloaded material until the paper or dissertation has been successfully defended. See Turabian 17.7 for citing from websites, blogs, and social networks.

It is impossible for any manual to give detailed information to cover every type of reference. If your paper requires specialized types of references, you should meet with your adviser, department chair, and/or thesis or dissertation committee when you begin writing. The form to be followed for specialized references should be agreed upon and written down. A typed copy of the agreed-upon style should be presented to each committee member, the dissertation secretary, and your typesetter whenever reading, editing, or typesetting is done so that all are aware of the style and consistency can be maintained throughout the paper.

Some sample entries typically used in theological papers appear in Appendix A of this manual.

## **BIBLIOGRAPHICAL ENTRIES**

Students using Turabian footnotes must use Turabian bibliography entries. The appendix of this manual has some examples of entries that are typical of the theology discipline. These are given for the convenience of students in the SDA Theological Seminary or in Religious Education.

Follow the following rules for bibliographical entries:

1. Bibliographic entries should appear in one alphabetical list. If more than one category is considered essential, categories must be kept to an absolute minimum and be carefully explained.
2. Runover lines in bibliographic entries are indented one-half inch.
3. Entries are single spaced; a double space appears between entries.
4. One entry should not be split between two pages.
5. Every source (except Bible versions and personal communications) used in the text must be referenced in the bibliography.

## **ABBREVIATIONS**

The list of common abbreviations given by Turabian (see chap. 24) and the rules that govern them are generally to be followed. However, there are a few exceptions.

1. Turabian 24.3.1 gives the abbreviations for states and territories to be used in footnotes and bibliographies.

2. Always spell out the words “appendix,” “line,” “lines,” and (in Seminary papers) “versus.” The abbreviation “etc.” is accepted in all papers, in text as well as footnotes. Seminary papers also use the following abbreviations in the text when they are followed by a number: chap., chaps.—“chapter,” “chapters”; v., vv.—“verse,” “verses.” Other abbreviations accepted by nearly everyone in theological circles are OT, NT, MS, MSS, MT, and LXX. These are used without periods and MS and MSS are used only for specific citations.

3. The abbreviations “f.” or “ff.” are not to be used for pages in books or an article. (If scattered information occurs, cite the exact *page references* and add “passim.”) These abbreviations “f.” or “ff.” may occasionally be used in connection with verses or with lines of a text; but, if possible, the specific verses and specific lines should be indicated.

4. Scripture references that include chapter and chapter and verse are to be abbreviated. Scripture abbreviations are not followed by a period.

5. References to biblical passages, Apocryphas, and Mishnah *may* be put in parentheses in the text with prior consent of the thesis or dissertation adviser. Standard abbreviations, as shown below, should be used.

6. Abbreviations of theological sources may be used in footnotes, but only when a list of abbreviations is included in the paper and with prior consent of the thesis or dissertation adviser.

7. Biblical languages may be printed in Greek or Hebrew characters or transliterated according to the scheme found inside the back cover of each issue of *Andrews University Seminary Studies*. Either system is acceptable, but the two should not be mixed.

8. For a list of abbreviations of standard books and periodicals in religion and biblical studies, pseudepigraphical and early patristic works, Dead Sea scrolls and related texts, targumic and rabbinic materials, see *Andrews University Seminary Studies* 32 (Autumn 1994): 310-320. (This material is available from the AUSS office, N136 Seminary Bldg., 471-6023.) A longer list of the same kinds of abbreviations appears in the *SBL Handbook of Style* (Peabody, MA: Hendrickson, 1999). A comprehensive list of abbreviations for books, book series, and journals appears in *Theologische Realenzyklopaedie: Abkurzungverzeichnis* (Berlin: W. de Gruyter, 1994). For Josephus, as for all other classical Greek authors, follow the abbreviations listed in H. G. Liddell and R. Scott, eds., *A Greek-English Lexicon* (Oxford: Clarendon Press, 1996). For Latin writers, use the forms listed in the *Oxford Latin Dictionary* (New York: Oxford University Press, 2012). For other abbreviations, work closely with your adviser.

### **Biblical Book Abbreviations**

It is suggested that all departments and schools within the University use the biblical book abbreviations recommended in the *Seminary Style Guide*. They are written with no periods.

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

Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. *However, do not use these abbreviations to begin a sentence, or within a subhead or chapter title.*

**Apocryphal References**

1 Kgdm	Add Esth	2 Esdr	1 Macc	Pr Azar	Tob
2 Kgdm	Bar	4 Ezra	2 Macc	Pr Man	Wis
3 Kgdm	Bel	Jdt	3 Macc	Sir	
4 Kgdm	1 Esdr	Ep Jer	4 Macc	Sus	

## Chapter 6

### SPECIFIC CONCERNS FOR THOSE USING APA STYLE

#### IN-TEXT REFERENCES

In some disciplines, references are given in text and not as footnotes. Complete information appears only in the bibliography or reference list. In the text, only the essential portion of the reference is given (i.e., the surname of the author(s), date of publication, and—where necessary—the page(s) of the reference). *The Publication Manual of the American Psychological Association* (Washington, DC: American Psychological Association, 2010) provides excellent material on how to write in-text references and how to create a reference list.

Turabian's *Manual* (latest edition) also recommends a style for in-text references. These are referred to as parenthetical references by Turabian and designated PR in the sample pages. If these are used, then the Turabian-style entries labeled RL in her manual should be used for the reference list.

The in-text style generally recommended at Andrews University and especially by the School of Education is APA. If you plan to write a major paper using APA style, consider the *APA Publication Manual* an essential tool. A brief review of APA in-text referencing is shown here; however, students using this style should purchase a manual of their own to be apprised of all the details.

#### **Citing One Author**

In 1985, Smith studied . . .

or

Smith (1985) studied . . .

or

A recent study (Smith, 1985) indicates that . . .

or

The results of the experiment (Smith, 1985, pp. 73-75) . . .

or

Smith (1985, chap. 5) gives a summary . . .

#### **Citing Two Authors**

Smith and Johnson (1986) found . . .

or

A recent study (Smith & Johnson, 1986) found . . .

Note that when Smith and Johnson appear in the text, the word *and* is written out. When the names appear in parentheses, an ampersand (&) is used.

#### **Citing More than Two Authors**

*First citation*

Smith, Johnson, and Brown (1985) found . . .

or

One study (Smith, Johnson, & Brown, 1986) found . . .

### *Subsequent citations*

- Smith et al. (1985) found that . . .
- or
- One study (Smith and others, 1985) found . . .
- or
- Smith and others (1985) found that . . .
- or
- Another study (Smith et al., 1985) found that . . .

### **Several Works at the Same Point**

#### *Same author*

Several studies (Smith, 1977, 1982, 1983) show . . .

#### *Different authors*

Recent studies (Brown, 1984; Johnson & Smith, 1987; Morrison, 1979; Smith, Abel, & Ogleshorpe, 1982) indicate . . .

When citing multiple works *within parentheses*, the works are placed in alphabetical order according to the first surname of a given work.

### **Several Studies by One Author in the Same Year**

- Smith (1984a) has pointed out that . . .
- or
- Several studies (Brown, 1980; Smith, 1985a, 1985b, in press) indicate that . . .

### **No Author Given**

- Current information (*Education Handbook*, 1987) shows . . .
- Recent studies in this area ("Six Studies on Learning," 1975) seem to show . . .

### **Corporate Author**

Statistics released (NIMH, 1986) seem to show . . .

In the reference list this would be spelled out as National Institutes of Mental Health. Other examples would be: (GC, 1975, pp. 1-5) (NEA, 1979).

### **Authors with the Same Surname**

If two or more authors have the same surname, use the initials or, if necessary, the complete name of each author in all citations to avoid confusion.

### **Personal Communication**

L. R. Brown (personal communication, October 20, 1987) said . . .

This form is used for letters, e-mail communication, telephone conversations, interviews, etc., with the author. Be sure to give a complete date. *Because they do not provide recoverable data, such references do not appear in the reference list.*

### **Electronic Media**

As Rittenhouse (2001, para. 3) aptly phrased it, "There is no need . . ."

"It is clear from classroom conditions today that . . ." (Jacobson, 2003, Conclusion section, ¶ 1).

Oftentimes no page numbers are provided with electronic sources. Therefore, use either paragraph numbers (preceded by "para." or "¶"), if visible, or document headings to direct the reader to quoted material. Note that the web address (URL) does not go in the in-text reference. It goes in the *reference list*.

### **Multivolume Works**

Style 1: Smith (1983, 3:65) points out. . .

or

Style 2: Smith (1982, vol. 3, p. 65) points out. . .

Once a style has been chosen, it should be used throughout the paper.

### **Secondary Source**

Brown (as cited in Smith, 1985) stated that. . .

or

A recent study (Johnson, 1984, as cited in Smith, 1987) points out. . .

Note: In the reference list, only the source *where you found the material* is listed. Secondary sources should be used sparingly.

### **Translated, Reprinted, or Republished Works**

(Freud, 1933/1974)

Note that the first date is that of the original publication and the second is the date it was republished, reprinted, or published in the translated form. This information is especially useful if the study is following a historical sequence.

### **Second Use of the Source**

A study or an author may be mentioned again without the year as long as it is very clear to the reader which study is indicated. APA suggests that the date should reappear with each new paragraph. This is true if several studies are being compared or introduced. If one study is being discussed, the date should appear just often enough to reassure the reader that the same study is under consideration.

The term *ibid.* is not used in APA references. If the author and date are mentioned in the immediate text, the page number only, e.g., (p. 6), appears in-text. If the authorship of the quote may be in *any* doubt, the full reference, for example, (Smith & Brown, 1986, p. 6) must be repeated.

## **REFERENCING QUOTATIONS IN APA**

Three types of quotations may be used in a paper: direct quotations, indirect quotations, and block quotations. Direct quotations, which include block quotations, *always* include a page-number reference. When paraphrasing or referring to another's idea, provide a page or paragraph number as a courtesy to your reader. (See APA, 2010, 6.04.)

### **Direct Quotation**

He stated, "The entry of the child into the strange environment causes the disturbed behavior"

(Smith, 1985, p. 123), but he did not specify how the behavior was disturbed.

Smith (1985) did not specify how the child's behavior was affected, but he did state that "entry of the child into the strange environment caused disturbed behavior" (p. 123).

Note here that the page reference appears after the quotation mark but before the period.

### **Indirect Quotation**

In his study, Smith (1985) observed that when the child entered the strange environment, disturbed behavior resulted (p. 123).

## Block Quotation

A direct quotation of *40 words or more* should be treated as a block quotation.

Note: The final punctuation follows the material quoted. The reference follows the final punctuation but is not followed by any punctuation.

Smith (1985) stated:

After the child made some friends and identified with the adult in charge, the disturbed behavior decreased. The time factor required for this "settling in" process varied from child to child, depending on the age of the child, the general atmosphere of the new environment, and the temperaments of both the child and the adult involved. (p. 124)

## REFERENCE LIST FOR APA PAPERS

The *APA Publication Manual* recommends a reference list, where each source *actually used* in the paper must be included in the list. No extra works are allowed (see APA, 2010, p. 180). However, APA advises that some committees may require evidence that students are familiar with a broader spectrum of literature. Therefore, if sources other than those actually used in the paper are included, the reference list would be titled "Bibliography."

### Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.
2. Runover lines in references are indented by the regular default.
3. Entries are single spaced. (APA manual shows double spacing for those preparing journal copy for publication. Since you are preparing a document in final form, double spacing is not used here.) A double space is used between entries.
4. One entry should *not* be split between two pages.
5. When an author has several works, each entry must provide the author's name (an eight-space line is not permitted).
6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c, etc. (see APA, 2010, p. 182). For instance:

Smith, B. J. (2000a). *Specific concerns* . . .

Smith B. J. (2000b). *Trying to overcome* . . .

Note that italics—not underlining—is used for titles of books/journals.

7. For the publisher's name, use a "shortened" form. For instance: Sage; Jossey-Bass; Macmillan. Do not include "Publishing Company," "Inc.," or "Ltd." However, the word "Press" is retained, such as, Pacific Press.
8. No quotation marks are used for the article titles in magazines/journals.
9. For books, brochures, and other non-periodical publications, provide the city *and state* of publication, followed by the publisher. Use the official two-letter U.S. Postal Service abbreviations for states, with no periods (see APA, 2010, pp. 186, 187). For instance:

Reading, MA: Addison-Wesley.  
Garden State, NY: Doubleday.  
New York, NY: McGraw Hill.

If the state is not provided on the title page, try to identify the state through an Internet search for that publisher.

10. Titles of books are presented in *lower case*, except for proper nouns. The first word after a colon is also capitalized. For instance:

*From program to practice: A guide to beginning your new career.*

11. The titles of magazines and journals are presented in uppercase and lowercase letters. The *article* title is placed in lowercase letters; however, the first word, proper nouns, and the first word after a colon or em dash are capitalized. The journal title is placed in italics, and is followed by the volume number, also in italics. An issue number (if available) immediately follows the volume number and is placed within parentheses (but not in italics). This is followed by the pages numbers where the article was found (not in italics). For instance:

Allen, W. H. (1984). Learning teams and low achievers. *Social Education*, 48, 60-64.

Astin, A. W. (1987). Change. *Competition or Cooperation*, 19(5), 12-19.

### **Electronic Media**

The variety of material available via the Internet can present challenges for providing useful references. At a minimum, however, a reference for an Internet source should provide a document title or description, date and/or date of retrieval, and an URL address. *Whenever possible, identify the authors of a document as well.* See 6.31 and 6.32 of the *APA Publication Manual* for excellent guidelines for references to Internet sources. Observe the following two guidelines:

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.

2. Provide URL addresses that work. Test the URLs in your reference list on a regular basis—especially for the final document submitted for publication. If the URL doesn't work, your reader will not be able to access the material you cited. Make sure the URL has been transcribed and typed correctly—even to the dots and spaces. Always retain copies of downloaded material until your paper or dissertation has been approved.

Examples of reference list entries are provided in Appendix B of this manual.

## **ABBREVIATIONS IN APA PAPERS**

If you use APA style, follow the abbreviation rules in the *APA Publication Manual* (4.22 to 4.30). Abbreviations for states and territories (used in reference list) are the official two-letter U.S. Postal Service abbreviations. If your paper uses biblical references, follow the abbreviations recommended above in the section for writers using Turabian style. Note that biblical abbreviations are not followed by a period.



## Chapter 7

### **SAMPLE STYLE SHEETS FOR PRELIMINARY PAGES**

The following sample style sheets indicate the format for the abstract and for preliminary pages required by the University. *The stipulations are mandatory except where otherwise specifically indicated.* Not every study necessitates the inclusion of all preliminary pages illustrated. For example, studies do not always contain tables or figures. However, every preliminary page necessitated by the nature of the study must follow the indicated form precisely.

**[Exhibit A: Abstract title page; approximate inches are measured from the top edge of the paper; note that a 2-line title is double spaced; whereas a 3-line title (or more) is single spaced.]**

[3"]

ABSTRACT

[4"]

STUDY OF THE CRITERIA AND SELECTIVE PROCESSES  
FOR ADMISSION OF UNDERGRADUATE STUDENTS  
TO SEVENTH-DAY ADVENTIST COLLEGES  
AND UNIVERSITIES

[6"]

by

Mary Jane White

Chair: Robert Williamson

[7"]

or

Adviser: (for Seminary papers)

**[Exhibit B: Sample abstract]**

[2"] ABSTRACT OF GRADUATE STUDENT RESEARCH

[double space—skip 1 line]

Dissertation

[triple space—skip 2 lines]

Andrews University

[double space—skip 1 line]

School of Education

[or whatever school  
your program represents]

[The word "Title" appears 4" from the top. *If it is more than one line long, single space and line up subsequent lines with the first letter of the title.*]

Title: EMANCIPATING THE CHILD LABORER: CHILDREN, FREEDOM, AND THE MORAL  
BOUNDARIES OF THE MARKET IN THE UNITED STATES, 1853-1938

Name of researcher: Marjorie Elizabeth Wood

Name and degree of faculty chair: John J. Doe, Ph.D.

[Seminary students use faculty adviser.]

Date completed: June 2011

[triple space—skip 2 lines]

Problem

Compensatory education programs have recently received extensive publicity, particularly regarding the question of teaching values. This present study was to determine to what extent the values of lower-class African-American children differ from those of lower-class White children.

Method

The Allport-Vernon-Lindzey Study of Values, modified for use with children, furnished scores for six value classifications. The two-way analysis of variance was used to analyze the influence of race and gender on each of the six values.

Thirty-six African-American and 26 White lower-class children in Grades 5 and 6 were studied.

#### Results

No differences appeared in the theoretical, economic, aesthetic, and political values. The African Americans had a higher religious value than Whites ( $p < .03$ ), while Whites had a higher social value ( $p < .05$ ).

#### Conclusions

Differences in values of African-American and White lower-class children do exist, but educators can use shared values when planning classes. Apparently neither race nor social class significantly determines one's values; values differ within social classes and races according to other variables.

**[Exhibit C: Title page—Doctoral dissertations]**

[2.5"]

Andrews University

Seventh-day Adventist Theological Seminary

[appropriate  
school title]

[4.5"]

STUDY OF THE CRITERIA AND SELECTIVE PROCESSES  
FOR ADMISSION OF UNDERGRADUATE STUDENTS  
TO SEVENTH-DAY ADVENTIST COLLEGES  
AND UNIVERSITIES

[2-line title  
is double  
spaced; 3 or  
more lines  
are single  
spaced.]

[6"]

A Dissertation

Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy

[or appropriate  
degree pursued]

[8.5"]

by

Mary Jane White

June 2012

**[Exhibit D: Title page—DMin project documents]**

[2.5"]

Andrews University  
Seventh-day Adventist Theological Seminary

[4.5"]

DEVELOPING A STRATEGY TO EVANGELIZE CHINESE  
IMMIGRANTS IN ATLANTA, GEORGIA

[2-line  
title is double  
spaced; 3 or  
more lines  
are single  
spaced.]

[6"]

A Project Document  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Ministry

[8.5"]

by  
Samuel Olsen  
August 2012

**[Exhibit E: Title page—Master’s theses]**

[2.5"]

Andrews University  
College of Arts and Sciences [appropriate school]

[4.5"]

DEVELOPMENTAL GENE CONTROL IN *ASPERGILLUS*

[6"]

A Thesis  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

[8.5"]

by  
Milton Tsung Chiu  
2011

**[Exhibit F: Title page—undergraduate Honors projects]**

[2.5"]

Andrews University  
College of Arts and Sciences [appropriate school]

[4.5"]

THE FACES OF ALIENATION IN SELECTED WORKS

OF V. S. NAIPAUL

[If title requires more than two  
4 3/4-inch lines, arrange in three  
or more single-spaced lines, in  
inverted pyramid.]

[6"]

An Honors Project  
Presented in Partial Fulfillment  
of the Requirements for HONS497 Senior Honors  
Research in English

[8.5"]

by  
Joy V. Roberts  
June 2012



[Exhibit G: Approval page—Education: PhD and EdD]

[2"]

STUDY OF THE CRITERIA AND SELECTIVE PROCESSES  
FOR ADMISSION OF UNDERGRADUATE STUDENTS  
TO SEVENTH-DAY ADVENTIST COLLEGES  
AND UNIVERSITIES

[3.5"]

A dissertation  
presented in partial fulfillment  
of the requirements for the degree  
Doctor of Philosophy  
[Doctor of Education]

[5"]

by

Mary Jane White

APPROVAL BY THE COMMITTEE:

[6.5"]

\_\_\_\_\_  
Chair: Robert Williamson

\_\_\_\_\_  
Dean, School of Education  
James R. Jeffery

\_\_\_\_\_  
Member: Alice J. Young

\_\_\_\_\_  
Member: Edward L. Smith

\_\_\_\_\_  
Member: Howard E. Brownburger

\_\_\_\_\_  
External: Robert J. Osterman

\_\_\_\_\_  
Date approved

**[Exhibit H: Approval page—DMin]**

[2"] AN EVALUATION OF FOUR TYPES OF EVANGELISTIC  
ENDEAVORS USED BY THE MICHIGAN CONFERENCE  
OF SEVENTH-DAY ADVENTISTS FROM  
JANUARY 1975 TO DECEMBER 1985

[3.5"] A project document  
presented in partial fulfillment  
of the requirements for the degree  
Doctor of Ministry

[5"] by  
Edward C. Johnston

APPROVAL BY THE COMMITTEE:

[6.5"]

\_\_\_\_\_  
Adviser,  
Branson J. Coldwater

\_\_\_\_\_  
Director of DMin Program  
Skip Bell

\_\_\_\_\_  
Edward R. Thompkins

\_\_\_\_\_  
Dean, SDA Theological Seminary  
Jiří Moskala

\_\_\_\_\_  
Harriet G. Westmore

\_\_\_\_\_  
Date approved

**[Exhibit I: Approval page—Seminary: PhD or ThD, Religion]**

[2"]

THE CONCEPT OF DIVINE LOVE IN THE CONCEPT  
OF THE GOD-WORLD RELATIONSHIP

[3.5"]

A dissertation  
presented in partial fulfillment  
of the requirements for the degree  
Doctor of Philosophy

[5"]

by

John C. Peckham

APPROVAL BY THE COMMITTEE:

[6"]

---

Faculty Adviser,  
Jonathan R. Smith  
Professor of New Testament

---

Director of PhD/ThD Religion Program  
Thomas Shepherd

---

Julia K. Kueffner  
Associate Professor of  
Biblical Languages

---

Dean, SDA Theological Seminary  
Jiří Moskala

---

Edward E. L. Schinkle  
Assistant Professor of Theology

---

J. William Johnson  
Professor of Systematic Theology

---

Arnold C. Matterby  
Associate Professor of Theology  
Union Theological Seminary

---

Date approved

[Exhibit J: Approval page—Seminary: PhD, Biblical and Ancient Near Eastern Archaeology]

[2"] THE PERSIAN PERIOD POTTERY OF TALL AL-‘UMAYRI

[3.5"] A dissertation  
presented in partial fulfillment  
of the requirements for the degree  
Doctor of Philosophy

[5"] by  
Philip R. Drey

APPROVAL BY THE COMMITTEE: [6"]

\_\_\_\_\_  
Faculty Adviser,  
Randall Younker  
Professor of Old Testament and Biblical  
Archaeology

\_\_\_\_\_  
Director of Biblical and Ancient Near  
Eastern Archaeology Program  
Randall W. Younker

\_\_\_\_\_  
Denis Fortin  
Professor of Theology

\_\_\_\_\_  
Dean, SDA Theological Seminary  
Jiří Moskala

\_\_\_\_\_  
Tom Shepherd  
Professor of New Testament

\_\_\_\_\_  
Merlin D. Burt  
Professor of Church History

\_\_\_\_\_  
Date approved

[Exhibit K: Approval page—Seminary: PhD, Discipleship & Religious Education]

[2"] THE INFLUENCE OF UNIVERSITY PERSONNEL UPON STUDENTS'  
SPIRITUALITY AT SELECTED ADVENTIST UNIVERSITIES  
IN WEST AFRICA

[3.5"] A dissertation  
presented in partial fulfillment  
of the requirements for the degree  
Doctor of Philosophy

[5"] by  
Isaiah Obolarin

APPROVAL BY THE COMMITTEE:

[6"]

---

Faculty Adviser,  
John V. G. Matthews  
Professor of Educational Foundations and  
Religious Education

---

Director of Discipleship & Religious  
Education Program  
Kathleen A. Beagles

---

Cheryl D. Doss  
Associate Professor of World Missions

---

Dean, SDA Theological Seminary  
Jiří Moskala

---

H. Peter Swanson  
Assistant Professor of Pastoral Care

---

Dennis D. Fledderjohann  
Chair, Department of Educational Ministries

---

Date approved

**[Exhibit L: Approval page, Master's theses]**

[2"] [A two- or three-or-more line title would start at 2"; a one-line title begins on 2.3".]

DEVELOPMENTAL GENE CONTROL IN *ASPERGILLUS*

[3.5"] A thesis  
presented in partial fulfillment  
of the requirements for the degree  
Master of Arts

[5"] by  
Milton Tsung Chiu

APPROVAL BY THE COMMITTEE: [7"]

---

Martin K. White, Ph.D., Chair  
[or Adviser, in Seminary]

---

Siegfried V. Kuntson, Ph.D.

---

Lucinda Ann deSilva, Ph.D.

---

Date approved

**[Exhibit M: Form for all Tables of Contents]**

[2"]

TABLE OF CONTENTS  
[triple space—skip 2 single lines]

LIST OF ILLUSTRATIONS ..... vi  
 LIST OF TABLES ..... vii  
 LIST OF ABBREVIATIONS ..... viii  
 ACKNOWLEDGMENTS ..... ix

[Each successive level of subheads is indented 3 spaces (type on the 4th); treat runover lines of subheads as the next level. Runover chapter titles line up under the first letter.]

Chapter

1. INTRODUCTION..... 1  
     Scope and Purpose ..... 1  
     Definitions ..... 2  
     Methods Problems ..... 5  
 2. COMMUNITY VERSUS INDIVIDUAL: FACTORS AND APOLOGISTS  
 OF SOCIAL UNITY..... 8  
     Cultural Creeds and Greek Thinkers ..... 8  
         The Cultural Unity of the Ancient Greeks ..... 8  
         Plato's Personal Moralism ..... 10  
             Development of Moral Personality ..... 10  
             Virtue as Foundation of Law and Government..... 12  
         Aristotle's Social Moralism ..... 15  
     Religion and the Hebrews ..... 25  
     Moses' Religious Legalism: Its Origin and Later  
     Development ..... 25  
     Beginnings of Moralism: Prophets versus Priests ..... 27  
     Christian Moralism versus Jewish Legalism ..... 30  
         From Revolt to Reform ..... 32  
         Moralism on Earth ..... 34

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A. LETTERS..... 199  
 B. QUESTIONNAIRES..... 212  
 BIBLIOGRAPHY ..... 203  
 [or Reference List]  
 VITA ..... 233

Note that every entry must have at least one leader dot. A space of about 1/4-inch occurs between the leader dots and the page numbers, which must be right aligned.

*Making a Table of Contents in Word:*

With WordPerfect, it was easy to double space the leader dots in a Table of Contents. With Word, however, it is nearly impossible. Follow the instructions below and your leader dots will be single spaced.

Set the tabs *before* you type. Otherwise, highlight the whole Table of Contents you have prepared and then do the following:

1. Go to Paragraph, then to Tabs.
2. Clear all tabs.
3. Set the following tabs:
  - .3 left, None (for the chapter number); Set
  - .6 left, None (for the chapter title); Set
  - .9 left, None (for the first level); Set
  - 1.2 left, None (for second level); Set
  - 1.5 left, None (for the third level); Set
  - 5.6 right, Leader dots; Set
  - 6.0 right, None (for the page numbers); Set

**Set and save!** Use tabs and not spaces.



**[Exhibit N: Lists are shown in Turabian style; APA capitalizes all words of four or more letters. Read each line below for further instructions.]**

[2"]

LIST OF ILLUSTRATIONS  
[triple space—skip 2 lines]

1.	Captions Here Should Agree with Those under Illustrations .....	27
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6.	Explanatory Statements under Illustrations Are Not Included in the List of Illustrations .....	80

LIST OF TABLES  
[triple space—skip 2 lines]

1.	Use Exact Titles as They Appear above Tables .....	6
2.	Titles Are Written Here in Headline Style .....	29
3.	All the Titles above the Tables Are Written in the Particular Style Chosen .....	39
4.	Number All the Tables with Arabic Numbers .....	73
5.	Tables That Are Approximately Half Page or More in Length Must Appear on a Separate Page .....	105

**[Exhibit O: Sample List of Abbreviations; follow SBL manual]**

LIST OF ABBREVIATIONS  
[triple space—skip 2 lines]

AB	Anchor Bible
AH	<i>Advent Herald</i>
AJSL	<i>American Journal of Semitic Languages and Literature</i>
ANRW	<i>Aufstieg und Niedergang der römischen Welt: Geschichte und Kultur Roms im Spiegel der neueren Forschung.</i> Edited by H. Temporini and W. Haase. Berlin, 1970-
AUSS	<i>Andrews University Seminary Studies</i>
CNT	Commentaire du Nouveau Testament
ICC	International Critical Commentary
IDB	<i>The Interpreter's Dictionary of the Bible.</i> Edited by G. A. Buttrick. 4 vols. Nashville, 1962
JSOT	<i>Journal for the Study of the Old Testament</i>
LCL	Loeb Classical Library
NICNT	New International Commentary on the New Testament
RH	<i>Advent Review and Sabbath Herald, Advent Review, Second Advent Review, Adventist Herald, Adventist Review</i>
StudOr	<i>Studia orientalia</i>
TDNT	<i>Theological Dictionary of the New Testament.</i> Edited by G. Kittel and G. Friedrich. Translated by G. W. Bromily. 10 vols. Grand Rapids, 1964-1976
UBS	United Bible Societies
ZWT	<i>Zeitschrift für wissenschaftliche Theologie</i>

**[Exhibit P: If the written material is short, center it on the page; if longer, leave 2-inch margin at top of page. Read this Preface for further suggestions.]**

## PREFACE

In the preface the writer prepares the reader to approach the paper with understanding. The reasons for making the study may be given. The background, scope, and purpose of the study may also be included. If, however, the writer believes that all this will be covered in the study itself, there is no point in saying more about it in a preface. Sometimes a preface ends with a paragraph or two of acknowledgments.

If the writer wishes to acknowledge assistance received from individuals, institutions, foundations, etc., he or she can appropriately do so in the acknowledgments. If that is all that is included, this section is simply titled "Acknowledgments." Neither a preface nor an acknowledgment is mandatory.

[Exhibit Q: Sample page (Turabian style) showing spacing, margins, and use of subheadings]

CHAPTER 1

[2" from top]  
[triple space]

[left margin 1½"] THE USE OF SCIENCE IN THEOLOGY: INTRODUCTION  
AND HISTORICAL BACKGROUND

[double space a  
2-line title]  
[triple space]

[Heading]

**Introduction**

[Level 1  
subheading]  
[Level 2  
subheading]

The Limits of Science

Science and religion are arguably the two most powerful forces in human culture. The nature of relations between these forces has been explored and debated for millennia. This dissertation continues that exploration and debate. This first chapter introduces the dissertation in terms of its (1) problem and purpose, (2) problem justification, (3) methodology, and (4) delimitations.

[right margin  
1", not  
justified]

For Langdon Gilkey, science and theology are "mutually interdependent" with regard to relations between their types of truth.

[Block quote--5  
lines of quoted  
material--is  
indented half the  
distance of  
paragraph  
indentation]

For both science and religion . . . the question of the relation of each to reality, of the truth each holds, is crucial--for both essentially represent a relation to reality that is cognitive or believed to be so. And thus, because science and religion are mutually interdependent, the issues of the truth of science and the truth of religion and of the relations between these sorts of truth represent fundamental concerns for each.<sup>1</sup>

[space after  
each ellipsis  
point]

[Level 3  
subheading]

**The Nature of Theology**

Now that Gilkey's view of science has been surveyed, the nature of his model for theology and, therefore, for the use

[footnote  
indentation lines  
up with  
paragraphs  
above]

---

<sup>1</sup>A. Langdon Gilkey, "Nature, Reality and the Sacred," *Zygon* 24, no. 4 (1989): 11.

## APPENDIX A

### TURABIAN FOOTNOTE AND BIBLIOGRAPHY INFORMATION AND SAMPLES

(Primarily for papers written for the Seminary)

The first footnote reference for a book should include the following information in the order given:

Name of author(s)—or editor(s) when no author is given  
Title and, if any, subtitle  
Name of editor, compiler, or translator, if any, in addition to author  
Name of author of preface, introduction, or foreword only when of special interest to study  
Number or name of edition, if other than the first  
Name of series in which book appears, if any, with volume or number in series  
Facts of publication: Place, publishing agency, date  
Page number(s) of specific citation

In the footnote samples shown below, titles of commentaries, encyclopedias, dictionaries, journals, and magazines are shown written out, shortened, or abbreviated. All forms are permissible, but whichever form is chosen should be used consistently and with the approval of adviser and committee. Footnote indentations should be the same as paragraph indentations used in text. Bibliography entries start flush left. Runover lines line up under the sixth space or according to default indent. One bibliographic entry should never be split between two pages.

“N” indicates footnote entry. “B” indicates bibliographic entry.

Note: When the city of publication is not well known, provide the two-letter state abbreviation. Country names, when needed, are always written out. Use commonly used English names for foreign cities.

I am deeply indebted to Shawna Vyhmeister, editor of *Adventist University of Africa Standards for Written Work* (Ongata-Rongai, Kenya: Adventist University of Africa, 2013); I have borrowed most of the sample entries for commentaries, dictionaries, lexicons, and Adventist materials from her manual.

### *Books*

#### **Book—one author (see Turabian 17.1.1)**

N           <sup>1</sup>A. M. Allchin, *The Kingdom of Love & Knowledge* (London: Darton, Longman & Todd, 1979), 46.

B Allchin, A. M. *The Kingdom of Love & Knowledge*. London: Darton, Longman & Todd, 1979.

#### **Book—more than one author (see Turabian 17.1.1)**

N           <sup>2</sup>Mary Lyon, Bryce Lyon, and Henry S. Lucas, *The Wardrobe Book of William de Norwell, 12 July 1338 to 27 May 1340*, with the collaboration of Jean de Sturler (Brussels: Commission Royale d’Histoire de Belgique, 1983), 42.

- B Lyon, Mary, Bryce Lyon, and Henry S. Lucas. *The Wardrobe Book of William de Norwell, 12 July 1338 to 27 May 1340*. With the collaboration of Jean de Sturler. Brussels: Commission Royale d'Histoire de Belgique, 1983.

**Book—more than one volume published in more than one year**

- N <sup>3</sup>Paul Tillich, *Systematic Theology*, 3 vols. (Chicago: University of Chicago Press, 1951-63), 1:9.
- B Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-63.

Note: If date is of special concern, include the date of the specific volume cited; i.e., 1 (1951): 9 instead of 1:9.

**Book—in a series (see Turabian 17.1.5)**

- N <sup>4</sup>Verner W. Clapp, *The Future of the Research Library*, Phineas W. Windsor Series in Librarianship 8 (Urbana: University of Illinois Press, 1964), 92.
- B Clapp, Verner W. *The Future of the Research Library*. Phineas W. Windsor Series in Librarianship 8. Urbana: University of Illinois Press, 1964.

**Book—with component part by one author in a book edited by another (see Turabian 17.1.8)**

- N <sup>5</sup>D. A. Shipley, "The European Heritage," in *The History of American Methodism*, ed. E. S. Bucke (New York: Abingdon, 1964), 1:12.
- B Shipley, D. A. "The European Heritage." In *The History of American Methodism*, edited by E. S. Bucke, 1:9-42. New York: Abingdon, 1964.

**Book—one source quoted in another (see Turabian 17.10)**

- N <sup>6</sup>Clark H. Pinnock, *A Defense of Biblical Infallibility* (Philadelphia, PA: Presbyterian & Reformed, 1967), quoted in Avery Dulles, *Models of Revelation* (Garden City, NY: Doubleday, 1983), 45.
- B Pinnock, Clark H. *A Defense of Biblical Infallibility*. Philadelphia, PA: Presbyterian & Reformed, 1967. Quoted in Avery Dulles, *Models of Revelation*. Garden City, NY: Doubleday, 1983.

**Multivolume works—with specific volume and general title (see Turabian 17.1.4.1)**

- N <sup>16</sup>Philip Carrington, *The Second Christian Century*, vol. 2, *The Early Christian Church* (Cambridge: University Press, 1957), 109-111.
- B Carrington, Philip. *The Second Christian Century*. Vol. 2, *The Early Christian Church*. Cambridge: University Press, 1957.

**Early Christian, classical, and medieval works (see Turabian 17.5.1)**

- N <sup>17</sup>Irenaeus *Against Heresies* 2.2.3 (ANF, 1:361, trans. Roberts and Rambaut).
- <sup>18</sup>Josephus *Jewish War* 2.14.5 (trans. Thackeray, LCL, 2:435).

- N <sup>21</sup>John Chrysostom *The Priesthood* 3.17, Migne Patrologia Graeca, vol. 48, col. 656.
- B Irenaeus *Against Heresies*. Translated by Alexander Roberts and W. H. Rambaut. The Ante-Nicene Fathers. Grand Rapids: Eerdmans, n.d., 1:315-567.
- Josephus *Jewish War*. Translated by H. St. J. Thackeray. Loeb Classical Library. Cambridge, MA: Harvard University Press, 1990.
- Chrysostom, John. *The Priesthood, Patrologia Graeca*. Edited by Jean Paul Migne. Paris: Apud Garnier Fratres, 1862. Vol. 48, cols. 623-692.

### ***Commentaries, Dictionaries, Lexicons, and Concordances***

#### **Commentaries in a numbered series**

Note: These commentaries have numbered volumes by different authors. You do not need to give the names of the general editors. The name of a translator or editor may be included for an individual volume.

- N <sup>8</sup>Edwin R. Campbell, Jr., *Ruth*, Anchor Bible 7 (AB) (Garden City, NY: Doubleday, 1975), 27.
- B Campbell, Edwin R., Jr. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday, 1975.

#### **This type of entry applies also to the following works:**

Black's New Testament Commentaries  
 The Century Bible  
 A Commentary, Critical, Experimental and Practical on the Old and New Testaments  
 The Communicator's Commentary  
 Good News Studies  
 The Laymen's Bible Commentary  
 Living Word Commentary  
 The New American Commentary  
 New Testament Message  
 Old Testament Message  
 The Preacher's Complete Homiletic Commentary  
 Sacra Pagina  
 Tyndale New Testament Commentaries  
 Tyndale Old Testament Commentaries  
 Word Biblical Commentary

#### **Commentaries in unnumbered series**

These volumes have no numbers for the volumes. Each volume is separately titled and authored by a different person.

- N <sup>22</sup>F. F. Bruce, *The Book of the Acts*, New International Commentary on the New Testament (NICNT) (Grand Rapids: Eerdmans, 1988), 65.
- B Bruce, F. F. *The Book of the Acts*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1988.

New footnote for same work with different author:

N <sup>23</sup>Robert H. Mounce, *The Book of Revelation*, NICNT, 85.

**This type of entry applies also to the following works:**

Bible Study Commentary  
Biblical Commentary on the Old Testament  
Cambridge Bible Commentary  
Commentary on the Old Testament  
Daily Study Bible  
Everyman's Bible Commentary  
Exegetical Commentary  
Harper's New Testament Commentaries  
Hermeneia  
International Commentary on the Old Testament  
International Critical Commentary  
Interpretation  
Moffatt New Testament Commentary  
New Century Bible  
New International Commentary on the Old Testament  
New International Greek Testament Commentary  
New Testament Commentary (Hendriksen)  
Old Testament Library  
Torch Bible Commentary  
Westminster Commentary

**Commentaries with known author**

Articles within the set are written by different people and signed—either by name or initials. A legend in the front of the volume usually will provide the full name of the author.

N <sup>9</sup>G. E. Wright, "Exegesis of the Book of Deuteronomy," *Interpreter's Bible (IB)* (New York: Abingdon, 1954), 2:332.

B Wright, G. E. "Exegesis of the Book of Deuteronomy." *Interpreter's Bible*. New York: Abingdon, 1954. 2:331-540.

New footnote for same work with different author:

N <sup>10</sup>Martin Rist, "The Revelation of St. John the Divine," *IB*, 12:346.

**This type of entry applies also to the following works:**

*The Abingdon Bible Commentary*  
*Bible Knowledge Commentary*  
*The Biblical Illustrator*  
*The Broadman Bible Commentary*  
*The Eerdmans Bible Commentary*  
*The Expositor's Bible Commentary*  
*The Expositor's Greek Testament*  
*The Evangelical Commentary on the Bible*  
*Harper's Bible Commentary*  
*The International Bible Commentary with the New International Version*  
*The Interpreter's One-Volume Commentary on the Bible*  
*The Jerome Biblical Commentary*



*The New Bible Commentary*  
*A New Catholic Commentary on Holy Scripture*  
*The New Jerome Biblical Commentary*  
*Peake's Commentary on the Bible*  
*The Pulpit Commentary*  
*The Speaker's Bible*  
*The Wesleyan Bible Commentary*

### **Commentaries with a single author**

The set will have a general title, and some sets will have separately titled volumes. When the entire set is by one person, both the set and the title of any single volume are italicized. If there are editors or translators for single volumes, they may be included after the title of the volume.

- N <sup>42</sup>Matthew Henry, *Matthew Henry's Commentary on the Whole Bible*, vol. 5, *Matthew to John* (New York: Fleming H. Revell, [1935]), 73.
- B Henry, Matthew. *Matthew Henry's Commentary on the Whole Bible*. Vol. 5, *Matthew to John*. New York: Fleming H. Revell, [1935].

### **This type of entry applies also to the following works:**

*Alford's Greek Testament: An Exegetical and Critical Commentary* (Alford)  
*Calvin's New Testament Commentaries* (Calvin)  
*Clarke's Commentary on the Whole Bible* (Clarke)  
*Commentary: Critical and Explanatory on the Whole Bible* (Jamieson, Fausset, Brown)  
*Expositions of the Holy Scripture* (Maclaren)  
*Gill's Commentary* (Gill)  
*Interpretation* (Lenski)  
*Word Pictures in the New Testament* (Robertson)

### **Seventh-day Adventist Bible Commentary**

Authors' names are not given for this commentary. The first bibliographical entry is for the specific quotation; the second is for the whole of the work. If several references are made to different sections of the *SDABC*, a general entry may be used. Comments from Ellen G. White that are quoted in the *SDABC* should be cited from their original primary source, if possible.

- N <sup>10</sup>"Fourteenth Year" [Ezek 40:1], *Seventh-day Adventist Bible Commentary (SDABC)*, rev. ed., ed. Francis D. Nichol (Washington, DC: Review & Herald, 1976-1980), 4:715.
- <sup>11</sup>"Were Among Them" [Josh 10:1], *SDABC*, 2:223.
- B "Fourteenth Year" [Ezek 40:1]. *Seventh-day Adventist Bible Commentary*. Rev. ed. Edited by Francis D. Nichol. Washington, DC: Review & Herald, 1976-1980. 4:715-717.
- Nichol, Francis, ed. *Seventh-day Adventist Bible Commentary*. Rev. ed. Washington, DC: Review & Herald, 1976-1980.

## Bible dictionaries with signed articles

The facts of publication are given for both footnote and bibliography entries. Each separate author entry must have a bibliography entry.

N <sup>11</sup>Ernst Jenni, "Day of the Lord," *The Interpreter's Dictionary of the Bible (IDB)*, ed. George Arthur Buttrick (Nashville: Abingdon, 1962), 1:784.

<sup>12</sup>J. H. Marks, "Flood (Genesis)," *IDB* (1962), 2:279.

<sup>23</sup>Rudolph Bultmann, "Aidōs," *Theological Dictionary of the New Testament (TDNT)*, ed. Gerhard Kittel and Gerhard Friedrich, trans. Geoffrey W. Bromily (Grand Rapids: Eerdmans, 1964-1976), 1:169.

B Marks, J. H. "Flood (Genesis)." *The Interpreter's Dictionary of the Bible*. Edited by G. A. Buttrick. Nashville: Abingdon, 1962. 2:278-284.

### **This type of entry applies also to the following works:**

*The Anchor Bible Dictionary*  
*Concise Dictionary of Christian Ethics*  
*Concise Dictionary of the Christian World Mission*  
*Dictionary of the Apostolic Church*  
*A Dictionary of the Bible (Smith)*  
*Dictionary of the Bible (Hastings)*  
*Dictionary of Biblical Theology*  
*A Dictionary of Christian Antiquities*  
*A Dictionary of Christian Biography*  
*A Dictionary of Christian Theology*  
*Dictionary of Christianity in America*  
*A Dictionary of Pastoral Care*  
*Dictionary of Pastoral Care and Counseling*  
*Evangelical Dictionary of Theology*  
*Exegetical Dictionary of the New Testament*  
*An Expository Dictionary of New Testament Words*  
*Harper's Bible Dictionary*  
*Holman Bible Dictionary*  
*The Illustrated Bible Dictionary*  
*The New Bible Dictionary*  
*A New Dictionary of Christian Ethics*  
*A New Dictionary of Christian Theology*  
*New Dictionary of Theology*  
*The New Dictionary of Theology*  
*The New International Dictionary of the Bible*  
*The New International Dictionary of the Christian Church*  
*New Unger's Bible Dictionary*  
*The Oxford Companion to the Bible*  
*Theological Dictionary of the Old Testament*  
*A Theological Wordbook of the Bible*  
*Theological Wordbook of the Old Testament*  
*The Westminster Dictionary of Christian Ethics*

### **Bible dictionaries with unsigned articles**

- N           <sup>13</sup>Siegfried H. Horn, *Seventh-day Adventist Bible Dictionary* (SDABD), rev. ed. (1979), s.v. "angel."
- N           <sup>14</sup>Horn, SDABD, s.v. "angel."
- N           <sup>19</sup>Allen C. Myers, ed., *Eerdmans Bible Dictionary* (EBD) (1987), s.v. "hyssop."
- N           <sup>22</sup>Myers, EBD, s.v. "psalm."
- B   Horn, Siegfried H. *Seventh-day Adventist Bible Dictionary*. Rev. ed. Washington, DC: Review & Herald, 1979.

Note: Use lower case for the word looked up unless it is a proper noun.

#### **This type of entry applies also to the following works:**

*Dictionary of the Bible* (McKenzie)  
*Dictionary of the New Testament*  
*An Expository Dictionary of Biblical Words*  
*Nelson's Illustrated Bible Dictionary*  
*The Oxford Universal Dictionary*  
*The Oxford Dictionary of the Christian Church*  
*The New Westminster Dictionary of the Bible*

### **General dictionaries**

Editors are not given for general language dictionaries. Footnote entry includes title, edition/date, and s.v. "entry" (*sub verbo* = "under the word"). Publishing information is not given in footnotes for general dictionaries. Language dictionaries do not appear in the bibliography.

- N           <sup>18</sup>*Merriam-Webster's Collegiate Dictionary*, 10<sup>th</sup> ed. (1993), s.v. "laity."
- N           <sup>25</sup>*Webster's Third New International Dictionary of the English Language Unabridged* (1993), s.v. "theodicy."

### **Greek and Hebrew lexicons**

This type of reference work follows the same pattern as unsigned dictionaries, but may include editors and translators of new editions. Because these are often not commonly known materials, they must appear in the bibliography; however, the words looked up are not usually listed.

- N           <sup>3</sup>Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (BAGD), trans. and adapted by William F. Arndt and F. Wilbur Gingrich, 2nd ed., rev. and augmented by F. Wilbur Gingrich and Frederick W. Danker (1979), s.v. "kosmeō."

Note that BAGD is not italicized here because it does not represent the title of a book but, rather, stands for the editors of the book.

- N           <sup>64</sup>Bauer, BAGD, s.v. "kosmeō."
- N           <sup>65</sup>Bauer, BAGD, s.v. "stauros."

- B Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by William F. Arndt and F. Wilbur Gingrich. 2nd ed. Revised and augmented by F. Wilbur Gingrich and Frederick W. Danker. Chicago: University of Chicago Press, 1979.

Note that there is no need to list separately in the bibliography each word that you looked up. Put s.v. when noting only one item; otherwise omit.

- N <sup>66</sup>Francis Brown, with S. R. Driver and Charles A. Briggs, *A Hebrew and English Lexicon of the Old Testament with an Appendix Containing the Biblical Aramaic (BDB)*, based on the lexicon of William Gesenius (1952), s.v. "raq."
- N <sup>67</sup>Brown, BDB, s.v. "raq."
- N <sup>68</sup>Brown, BDB, s.v. "melek."
- B Brown, Francis, with S. R. Driver and Charles A. Briggs. *A Hebrew and English Lexicon of the Old Testament with an Appendix Containing the Biblical Aramaic*. Based on the lexicon of William Gesenius. Oxford: Clarendon, 1952.

**This type of entry is used also for the following works:**

*The Analytical Greek Lexicon* (Bagster, Moulton)  
*A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Holladay)  
*A Greek-English Lexicon* (Liddell, Scott)  
*Greek-English Lexicon of the New Testament* (Thayer)  
*Greek-English Lexicon of the New Testament Based on Semantic Domains* (Louw, Nida)  
*A Manual Greek Lexicon of the New Testament* (Abbott-Smith)  
*The New Analytical Greek Lexicon* (Pershbacher)

**Concordances**

Concordances follow the same pattern as unsigned dictionaries and lexicons.

- N <sup>69</sup>Robert Young, *Analytical Concordance to the Bible*, 22<sup>nd</sup> American ed., s.v. "prince."
- N <sup>70</sup>Young, *Analytical Concordance*, s.v. "prince."
- N <sup>71</sup>Young, *Analytical Concordance*, s.v. "kingdom."
- B Young, Robert. *Analytical Concordance to the Bible*. 22nd American ed. Grand Rapids: Eerdmans, n.d.

**This type of entry applies also to the following works:**

*Analytical Concordance of the Greek New Testament* (Clapp, Friberg, Friberg)  
*A Concordance to the Greek New Testament* (Moulton, Geden)  
*Cruden's Unabridged Concordance* (Cruden)  
*The Exhaustive Concordance of the Bible* (Strong)  
*A New Concordance of the Bible* (Even-Shoshan)  
*The New Englishman's Greek Concordance* (Wigram)

## *Encyclopedias*

### **Encyclopedias with signed articles**

General encyclopedias, such as the *Britannica* or *Americana*, require only the date. Specialized encyclopedias require full publication information.

- N <sup>18</sup>Frank A. Spina, "Rahab," *The International Standard Bible Encyclopedia* (ISBE), completely rev. and reset ed. (Grand Rapids: Eerdmans, 1979-1988), 4:33.
- N <sup>21</sup>Howard F. Vos, "Kaiwan," *ISBE*, 3:2.
- B Spina, Frank A. "Rahab." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 4:33-34.

#### **This type of entry is used also for the following works:**

*Baker Encyclopedia of the Bible*  
*Encyclopaedia Judaica*  
*Encyclopedia of Early Christianity*  
*The Encyclopedia of Philosophy*  
*The Encyclopedia of Religion*  
*Encyclopaedia of Religion and Ethics*  
*Encyclopedia of Theology*  
*New Catholic Encyclopedia*  
*New 20th-Century Encyclopedia of Religious Knowledge*  
*The New Schaff-Herzog Encyclopedia of Religious Knowledge*  
*The Zondervan Pictorial Encyclopedia of the Bible*

### **Encyclopedias with unsigned articles**

- N <sup>15</sup>*Seventh-day Adventist Encyclopedia* (SDAE), 1976 ed., s.v. "Kingsway College."
- B *Seventh-day Adventist Encyclopedia*. Rev. ed. Washington, DC: Review & Herald, 1976.

#### **This type of entry also may be used for articles in the following works:**

*Encyclopedia Americana*  
*Encyclopaedia Britannica*  
*Encyclopedia of Judaism*  
*World Book Encyclopedia*

## *Periodicals*

### **Journals (Journal title abbreviated in footnote)**

- N <sup>19</sup>Arthur J. Ferch, "The Two Aeons and the Messiah in Pseudo-Philo, 4 Ezra, and 2 Baruch," *AUSS* 15 (1977): 135.

- B Ferch, Arthur J. "The Two Aeons and the Messiah in Pseudo-Philo, 4 Ezra, and 2 Baruch." *Andrews University Seminary Studies* 15 (1977): 135-151.

Note that journals are academic and professional. Magazines are for general consumption. If the journal begins paging anew with each issue, give the month, season, or issue number: *Newsletter* 4, no. 1 (1980): 9; or *AUSS* 32 (Spring-Summer 1994): 25.

**Magazines (see Turabian 17.3)**

- N <sup>20</sup>Lawrence T. Geraty, "The Excavations at Biblical Heshbon, 1974," *Ministry*, February 1975, 20.
- B Geraty, Lawrence T. "The Excavations at Biblical Heshbon, 1974." *Ministry*, February 1975, 20-23.

**Article—reprinted**

- N <sup>21</sup>E. G. White, "Christ Man's Example," *Review and Herald*, July 5, 1887, 417; reprint, *Review and Herald*, 4 September 1911, 561.
- B White, E. G. "Christ Man's Example." *Review and Herald*, July 5, 1887, 417-418; reprint, *Review and Herald*, 4 September 1911, 561-562.

**Article—no title, author supplied**

- N <sup>22</sup>[A. T. Jones], editorial, *Review and Herald*, 5 September 1899, 572.
- B [Jones, A. T.] Editorial. *Review and Herald*, 5 September 1899, 572.

***Adventist Materials***

**Denominational minutes**

- N <sup>23</sup>General Conference of Seventh-day Adventists, "Minutes of Meetings of the General Conference Committee" (Washington, DC: General Conference of Seventh-day Adventists, 8-15 January 1970), 22.
- B General Conference of Seventh-day Adventists. "Minutes of Meetings of the General Conference Committee." Washington, DC: General Conference of Seventh-day Adventists, 8-15 January 1970.

**Unpublished manuscript collections (see Turabian 17.6.4)**

- N <sup>24</sup>Howard B. Weeks, notes on J. L. Shuler, 1966, Howard B. Weeks Collection, Adventist Heritage Center, James White Library, Andrews University, Berrien Springs, MI.
- B Weeks, Howard B. Notes on J. L. Shuler, 1966. Howard B. Weeks Collection. Adventist Heritage Center, James White Library, Andrews University, Berrien Springs, MI.

## SDA Yearbook

N <sup>25</sup>General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Seventh-day Adventist Yearbook 1995* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1995), 112.

**Thereafter:** *SDA Yearbook 1995*, 64.

B General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Seventh-day Adventist Yearbook 1995*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1995.

## E. G. White research materials—(a) unpublished letter, (b) manuscript with no title

N <sup>29</sup>Ellen G. White to Dr. Patience Bourdeau, 8 June 1905, Letter 177, 1905, Center for Adventist Research, Andrews University, Berrien Springs, MI.

<sup>30</sup>Ellen G. White, MS 154, 1902, Center for Adventist Research, Andrews University, Berrien Springs, MI.

B White, Ellen G., to Dr. Patience Bourdeau, 8 June 1905. Letter 177, 1905. Center for Adventist Research. Andrews University, Berrien Springs, MI.

White, Ellen G. MS 154, 1902. Center for Adventist Research. Andrews University, Berrien Springs, MI.

## SDA Church Manual

N <sup>5</sup>General Conference of Seventh-day Adventists, *Seventh-day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1990), 23.

**Thereafter:** *Church Manual*, 57.

B General Conference of Seventh-day Adventists. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1990.

## Minister's Manual

N <sup>22</sup>General Conference of Seventh-day Adventists, Ministerial Association, *Seventh-day Adventist Minister's Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 48.

**Thereafter:** *Minister's Manual*, 82.

B General Conference of Seventh-day Adventists, Ministerial Association. *Seventh-day Adventist Minister's Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1994.

## GC Working Policy

- N <sup>42</sup>General Conference of Seventh-day Adventists, *Working Policy of the General Conference of Seventh-day Adventists*, 1992-1993 ed. (Hagerstown, MD: Review & Herald, 1993), 136.

**Thereafter:** *Working Policy*, 99. If more than one edition of the *Working Policy* is cited, the second note will add the year.

- B General Conference of Seventh-day Adventists. *Working Policy of the General Conference of Seventh-day Adventists*. 1992-1993 ed. Hagerstown, MD: Review & Herald, 1993.

## Statistical Reports

- N <sup>12</sup>General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Annual Statistical Reports* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 16.

- B General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Annual Statistical Reports*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

## *Unpublished Academic Sources*

### Dissertations and theses (see Turabian 17.6.1)

- N <sup>27</sup>Arthur J. Ferch, "The Apocalyptic 'Son of Man' in Daniel 7" (ThD dissertation, Andrews University, 1979), 155.

- B Ferch, Arthur J. "The Apocalyptic 'Son of Man' in Daniel 7." ThD dissertation, Andrews University, 1979.

To cite a dissertation consulted in an online database:

- N <sup>28</sup>Priscilla Coit Murphy, "What a Book Can Do: *Silent Spring* and the Media-Borne Public Debate" (PhD diss., University of North Carolina, 2000), 211, accessed November 2, 2013, ProQuest Dissertations and Theses.

- B Murphy, Priscilla Coit. "What a Book Can Do: *Silent Spring* and the Media-Borne Public Debate." PhD diss., University of North Carolina, 2000. Accessed November 2, 2013. ProQuest Dissertations and Theses.

### Syllabi, course outlines, or class handouts

- N <sup>103</sup>Nancy Vyhmeister, Syllabus for MSSN 525 Mission to the World, SETAI Extension at Adventist University of Columbia, 2009, 2.

- B Vyhmeister, Nancy. Syllabus for MSSN 525 Mission to the World. SETAI Extension at Adventist University of Colombia, 2009.



### Student class notes

In referencing class notes, put the professor's name, the class, and the school information.

- N           <sup>92</sup>Jerry Moon, class notes for CHIS501 Church History I, Andrews University, Berrien Springs, MI, January 2013.
- B Moon, Jerry. Class notes for CHIS501 Church History I, Andrews University, Berrien Springs, MI, January 2013.

### Letters, e-mail, and interviews

Personal letters, e-mail, and interviews appear in the notes but not in the bibliography.

- N           <sup>42</sup>Jeremy Walters, personal communication to the author, March 23, 2012.
- <sup>49</sup>Robert Kingston, Professor of New Testament, Andrews University, Berrien Springs, MI, interview by author, August 5, 2013.

## *Electronic Media*

Never use a hyphen at the end of the line when a URL does not fit on one line. Divide a URL before a punctuation mark (use shift + enter to begin a new line but not a new paragraph); never divide within a word or number element. Remove hyperlinks. Because websites are unstable, you need to give an access date. If the source gives a Digital Object Identifier (DOI), give it in place of a URL, as it is more stable.

### CD-ROM (see Turabian 17.1.10 and 17.5.8)

- N           <sup>31</sup>Ellen G. White, *Education*, Complete Published Ellen G. White Writings [CD-ROM] (Silver Spring, MD: Ellen G. White Estate, 1999).
- B White, Ellen G. *Education*. Complete Published Ellen G. White Writings [CD-ROM]. Silver Spring, MD: Ellen G. White Estate, 1999.

### Article from a library database (see Turabian 17.5.9)

- N           <sup>32</sup>Daniel Howden, "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, 12 February 2005, accessed June 3, 2010, <http://www.lexisnexis.com/>.
- B Howden, Daniel. "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, 12 February 2005. Accessed June 3, 2010. <http://www.lexisnexis.com/>.

### General internet sources (see Turabian 17.7.1 and 15.4)

- N           <sup>33</sup>H. B. Moss and L. Kirisci, "Aggressivity in Adolescent Alcohol Abusers," accessed 28 January 2013, <http://www.ncbi.nlm.nih.gov/pubmed/7573787>.
- B Moss, H.B., and L. Kirisci. "Aggressivity in Adolescent Alcohol Abusers." Accessed 28 January 2013, <http://www.ncbi.nlm.nih.gov/pubmed/7573787>.

When no author's name is present, give the name of the owner of the site:

- N <sup>34</sup>Federation of American Scientists, "Resolution Comparison: Reading License Plates and Headlines," accessed May 6, 2007, <http://www.fas.org/irp/imint/resolve5.html>.

**Journal accessed online**

- N <sup>115</sup>Daniel A. McFarland, "Resistance as a Social Drama: A Study of Change-oriented Encounters," *American Journal of Sociology* 109 (May 2004): 1249, accessed 3 May 2006, <http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html>
- B McFarland, Daniel A. "Resistance as a Social Drama: A study of Change-oriented Encounters," *American Journal of Sociology* 109 (May 2004): 1249-1318. Accessed 3 May 2006. <http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html>.

**Book accessed online**

- N <sup>119</sup>Philip Schaff, *Augustine's City of God and Christian Doctrine* (New York: Christian Literature Publishing, 1890), chapter 3, accessed 28 March 2010, <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html>.
- B Schaff, Philip. *Augustine's City of God and Christian Doctrine*. New York: Christian Literature Publishing, 1890. Accessed 28 March 2010. <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html>.

## APPENDIX B

### APA IN-TEXT ENTRIES AND REFERENCE LIST INFORMATION AND SAMPLES

Some samples for reference-list entries are taken from the American Psychological Association's *Publication Manual*, 6<sup>th</sup> ed., pp. 198-224.

#### 1. Journal article, two authors, with volume and issue number

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

Note that there is *no space* between the volume number (45), which is placed in italics, and the issue number (2), which is not in italics.

#### 2. Journal article with DOI

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-29. doi:10.1037/0278-6133.24.2.225

#### 3. Magazine article

Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

#### 4. Online magazine article

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

Note: Remove hyperlinks. In Microsoft Word™, use the **Tools** menu, **AutoCorrect Options**, **AutoFormat As You Type**, **Replace as you type**, then clear the check-box: "Internet and network paths with hyperlinks."

#### 5. Newsletter article, no author

The new health-care lexicon. (1993, August/September). *Copy Editor*, 4, 1-2.

Note: Alphabetize works with no author by the first significant word in the title. In this case, "New." Articles such as "A," "The," and "An" are ignored (but not deleted) when alphabetizing.

**6. Newspaper article, no author, discontinuous pages**

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, pp. A12, A19.

Note: In the text, use a short title for the parenthetical citation: (“New Drug,” 1993).

**7. Citation of a work discussed in a secondary source**

Give only the secondary source in the reference list. In the text, however, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland’s work is cited in Coltheart et al. and you did not read the work cited, list the Coltheart et al. reference in the reference list.

*In the text:*

Seidenberg and McClelland’s study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) shows that . . .

*In the reference list:*

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

**8. Entire book, revised edition**

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects* (Rev. ed.). Washington, DC: American Psychological Association.

**9. Entry in an encyclopedia or dictionary**

Bergmann, P. G. (1993). Relativity. In *The new encyclopaedia Britannica* (Vol. 26, pp. 501-508). Chicago, IL: Encyclopaedia Britannica.

**10. Article in a Wiki**

School violence. (2010, May 13). In *Wikipedia, the free encyclopedia*. Retrieved May 20, 2010, from [http://en.wikipedia.org/wiki/School\\_violence](http://en.wikipedia.org/wiki/School_violence)

Note that *Wikipedia* is, at best, a general source of information. It may be of interest to know what the common perception is. It may be a good source for an initial exposure to a topic, but it is not considered an authoritative scholarly source.

**11. Article or chapter in an edited book, two editors**

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

**12. Report available from ERIC**

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-

4). East Lansing, MI: National Center for Research on Teacher Learning. Retrieved from ERIC database. (ED346082)

Note that no punctuation follows the ERIC number in parentheses at end.

**13. Corporate author, government report**

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Retrieved from <http://www.nhlbi.nih.gov/health/prof/lung/asthma>

**14. Unpublished manuscript with a university cited**

Blackwell, E., & Conrod, P. J. (2003). *A five-dimensional measure of drinking motives*. Unpublished manuscript, Department of Psychology, University of British Columbia, Vancouver, Canada.

**15. Unpublished doctoral dissertation**

Wilfley, D. C. (1989). *Interpersonal analyses of bulimia: Normal-weight and obese* (Unpublished doctoral dissertation). University of Missouri, Columbia.

**16. Doctoral dissertation, abstracted in DAI**

Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. *Dissertation Abstracts International: Section B. Sciences and Engineering*, 65(10), 5428.

**17. Master's thesis, from a commercial database**

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)

**18. Proceedings published regularly online**

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences* 105, 12593-12598. doi:10.1073/pnas.0805417105

**19. Single episode from a television series**

Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (executive producer), *House*. New York, NY: Fox Broadcasting.

**20. Multipage Internet document created by private organization, no date**

Great New Milford (Ct) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues. (n.d.). *Who has time for a family meal? You do!* Retrieved October 5, 2000, from <http://www.familymealtime.org>

**21. Message posted to an electronic mailing list**

Smith, S. (2006, January 5). Re: Disputed estimates of IQ [Electronic mailing list message]. Retrieved from <http://tech.groups.yahoo.com/group/ForensicNetwork/message/670>

**22. Blog post**

MiddleKid. (2007, January 22). Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log message]. Retrieved from [http://scienceblogs.com/pharyngula/2007/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php)

**23. Court case**

Lessard v. Schmidt, 349 F. Supp. 1078 (E.D. Wis. 1972).

*The text citation for this would be:*  
(Lessard v. Schmidt, 1972)

**24. Appealed case**

Durflinger v. Artiles, 563 F. Supp. 322 (D. Kan. 1981), *aff'd*, 727 F.2d 888 (10<sup>th</sup> Cir. 1984).

*The text citation for this would be:*  
*Durflinger v. Artiles* (1981/1984)

**25. Statutes**

Mental Health Systems Act, 42 U.S.C. § 9401 (1988).

*The text citation for this would be:*  
Mental Health Systems Act (1988)

**26. Statute in a federal code**

American With Disabilities Act of 1990, 42 U.S.C.A. § 12101 *et seq.* (West 1993).

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