



TEMPLE BAPTIST SEMINARY

STUDENT WRITING MANUAL

AND

INSTITUTIONAL GUIDELINES

FOR

THE DEVELOPMENT OF RESEARCH PAPERS

PREFACE

Writing a research paper for a seminary course can be a unique, yet rewarding challenge. It takes time and dedication, and careful attention to the details of a specific subject. It requires time spent researching, and gathering notes, and must involve a clear plan of action in order to achieve the goals that both the seminary and the student writer have in mind. If these things are done properly, however, a research paper can prove a great benefit and be of lasting value to both professor and student alike.

In recent years, however, it has been observed, from many papers that have been received, that students are not benefiting as much as they could from the work that goes in to producing research papers. Questions are often raised by students as to the appropriate requirements for a graduate level paper, and as a result, many tiresome hours are spent trying to figure out certain formatting and grammar issues. This often distracts a student from the more important task of creating a paper with good content and convincing argumentation. Due to this, it was deemed necessary and expedient to create, as a helpful service to faculty and students, a brief manual to assist in the proper development and evaluation of research papers.

Working under the advisement of the seminary faculty, this manual has been written and edited by Mr. Jason Kleber, who serves, at the time of compiling this manual, as a graduate assistant to the academic dean of the seminary. With his prior training and demonstrated ability in English, along with a good, working knowledge of the requirements for graduate level research papers, and academic excellence in the seminary's *Biblical Research and Writing* course, Jason was appropriately chosen to complete this task. Jason is a 2009 graduate of Temple

Baptist Seminary, where he received a Master of Divinity degree, and is currently enrolled in the Doctor of Ministry program.

It is the prayer of the administration and faculty of the seminary that this manual proves to be of worthy and helpful service to all in the development and grading of seminary level written work, all for the glory of God. Blessings to all; we are ...
Shaping His shepherds, developing disciples,

Gregory D. Stephens, M.Div., Th.M., M.Ed., D.Min.,
Ph.D. (studies)

Academic Dean - Temple Baptist Seminary

CONTENTS

INTRODUCTION	1
CHAPTER I. FORMATTING.....	2-6
Front Matter	2-3
Title Page	3
Table of Contents.....	3
Margins and Page Numbers	3-4
Headings	4
Text Spacing and Font	4-5
Citation of Sources	5-6
Footnotes.....	5
Bibliographical Entries	6
CHAPTER II. ENGLISH USAGE	7-10
Research English	7-8
Style	8
Spelling and Punctuation	8-10
CHAPTER III. CONTENT	11-16
Doing Research	11
The Parts of a Paper.....	11-12
Front Matter.....	12
The Body of the Paper	12
Back Matter	12

Organizing the Paper	13-16
The Introduction	13-14
The Purpose of an Introduction	13
The Parts of an Introduction	14
The Body of the Paper	14-15
The Purpose of the Body	14
The Parts of the Body	15
Chapters	15
Sections and Subsections	15
The Conclusion	15-16
CHAPTER IV. GENERAL REQUIREMENTS FOR PAPERS	17
APPENDIXES	18-27
Appendix A: Sample Title Page	18
Appendix B: Sample Table of Contents	19
Appendix C: Examples of Proper Research Headings	20
Appendix D: Formatting for the Most Common Footnotes	21
Appendix E: Sample Bibliography Page	22
Appendix F: List of Common Abbreviations	23-25
Appendix G: Temple Baptist Seminary Grading Rubric	26
BIBLIOGRAPHY	27

INTRODUCTION

The following manual serves as an institutional guide for the proper development of research papers and other similar projects and assignments for Temple Baptist Seminary, a Graduate Division of Tennessee Temple University.

All papers are to follow *The Chicago Manual of Style* and conform to the latest edition of *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian. The following instructions serve as a short guide to Turabian's work, and give explanation to those institutional guidelines unique to Temple Baptist Seminary, including specific requirements for formatting not delineated in Turabian, as well as other general requirements for research papers.

This manual is set up in four chapters, for the most part following the outline contained in the Temple Baptist Seminary grading grid for research papers. Accompanying this manual are additional helps and sample sheets of items formatted in the proper manner.

Students should note, however, that while this manual describes the general expectations for all papers presented to the faculty of Temple Baptist Seminary, additional requirements for research papers, synopses, and other projects may be required based upon the discretion of each professor and the nature of the course.

CHAPTER I FORMATTING

In the area of formatting, each paper should contain the following items formatted properly.

Front Matter:

Title Page

Table of Contents

Correct Margins

Page Numbers

Headings

Double-Spaced Text Except for Quotations of Three Lines or More

Twelve Point Font in Times New Roman

Quotations Correctly Cited with Footnotes

Footnotes in Correct Form

Bibliographical Entries in Correct Form

Front Matter

As indicated above, the title page and table of contents fall under the category of front matter (Turabian, 377-391 and page 12 of this document). All front matter should be numbered separately from the body of the paper with lower case roman numerals centered at the bottom of the page (Turabian, 375-376). The only exception to this rule is for the title page, which is considered the first page of front matter, but is not numbered.

Title Page

For title pages, the seminary follows the format for theses and dissertations, and not the one described in Turabian for class papers. The specific layout of the title page as devised by the seminary is included in Appendix A.

Table of Contents

In each paper, a table of contents should follow the title page and include a list of everything in the paper that comes after the table of contents. This would include all headings and subheadings found in the body of the paper, as well as any appendixes and lists of abbreviations (see Appendix F) or tables that have been included, and the bibliography. Be careful, however, when developing a table of contents that each part of the table of contents matches perfectly the headings and subheadings found in the body of the paper. For additional information on the table of contents, see Turabian, 387-388 and the sample table of contents included in Appendix B. Generally, a table of contents should not include headings beyond the third or fourth level, but in certain instances where greater specificity is required, the table of contents and the corresponding headings within the body of the paper may go beyond this limit.

Margins and Page Numbers

Each paper must have one-inch margins, aligned to the left of the page and not justified across the whole page (Turabian, 292, 374). For page numbers, all front matter is to be numbered as previously indicated with the body of the paper numbered separately from the front matter with Arabic numerals (Turabian, 375-376). This numbering is to remain consistent throughout the body of the paper and the back matter. However, the location of a number on a page will

vary. For each page that begins a new chapter, the page number should appear centered at the bottom of the page, but each following page number in that chapter should be placed in the upper right hand corner of the page.

Headings

Papers should include chapter or section headings and subheadings that match perfectly the various levels of the table of contents (Turabian, 397-398). Three options are available for how students may format these headings, as found in Appendix C. Generally, however, of these three options, option one is preferred.

The paragraph spacing for headings, however, must remain the same regardless of which of these three options the student chooses. All chapter headings begin a new page in a document and should contain two double spaced blank lines between the heading and the first paragraph in the chapter. Each section or subsection, however, must contain two double spaced lines between it and the previous paragraph, but only one double spaced line before the following paragraph.

In addition, the same rule for chapter headings requiring that they begin a new page also applies to subheadings, if and only if, the subheading happens to stand alone at the bottom of a page. In these instances, the subheading should be carried over to the top of the next page.

Text Spacing and Font

The text for papers should be double spaced, except for long quotations of three lines or more with twelve point, Times New Roman font used throughout each part of the paper (Turabian, 374-375). When citing a long quotation, it is necessary to indent each line of the

quote the same as the first line of a paragraph. In addition, the quotation should be single-spaced with a blank line before and after it.

Citation of Sources

When citing sources in a paper, students must use footnotes and not endnotes or in-text citations (Turabian, 136). The only exception to this rule is when citing specific passages of Scripture, in which case the information on the particular passage indicated may be placed within parentheses at the end of a sentence. When citing sources, students should also bear in mind that an appropriate use of sources displays an original interaction with the sources rather than a string of quotations with the writer's own connecting words attached (Turabian, 109-119).

Footnotes

When inserting footnotes into a paper, students are reminded that the font used for footnotes must remain consistent with the Times New Roman font required throughout all parts of the paper. The font size for footnotes, however, must be ten-point rather than twelve, and the footnote number that appears in the body of the paper should be placed at the end of a sentence.

In addition, footnotes must be in correct form and accurately reflect each bibliographical entry (Turabian, 152, 393). A few differences exist, however, between the formatting of footnotes as opposed to bibliographical entries. A list of the most common patterns for footnotes, and how they differ from bibliographical entries is available in Appendix D.

Bibliographical Entries

As is true of footnotes, each bibliographical entry should be correctly formatted (Turabian, 147-150; 162-215), with the number of bibliographical entries at least equal to the number of pages in the body of the paper (not including the title page, table of contents, and bibliography). In other words, if the body of the paper is twenty pages, the bibliography page must have at least twenty bibliographical entries. An example of the correct formatting patterns for the most common bibliographical entries is available in Appendix E.

Typically, a bibliography page contains every source cited in a footnote, and occasionally additional sources consulted but not cited. In addition, a bibliography page must include books, theological journals, and websites (preferably no more than two websites per paper). This would exclude the use of *Wikipedia*, which is not a credible site and should not be used as a source in a paper. In the absence of existing journal articles, books, or websites on a particular subject, a disclaimer to that effect must be included in the introduction of the paper.

Bibliographical entries must display a use of primary sources, which are firsthand accounts from reliable and authoritative sources in the area researched (Turabian, 25-27). In addition, each bibliographical entry must be listed alphabetically by author or editor, and should not be grouped by categories or type of publication, unless otherwise requested by the professor.

CHAPTER II

ENGLISH USAGE

In the area of English usage, students should strive to have correct spelling, grammar, and punctuation (Turabian, 283-307) and to use formal research language. To do this there are several important things to keep in mind that will assist students in developing a professional sounding and grammatically correct research paper.

Research English¹

When writing a paper, students must use research English. Research English should be simple, concise, clear, impersonal, objective, formal, dignified, factual, and unbiased. Furthermore, proper research English should avoid the use of first and second person pronouns (words such as I, me, my, mine, we, us, you, yours, or other similar expressions). In instances where it is necessary for the researcher to make a statement about themselves phrases like “this writer” or “this author” should be used (Turabian, 116-117 where Turabian differs slightly on this point).

As much as is possible, a paper should use the active instead of the passive voice. In other words, words are to appear in the present rather than the past tense. Even when referring to what someone has written use phrases like “the author states” instead “the author stated”. A hint for this is to treat each work cited in a paper as if the author is stating it at this very moment.

In addition, research English generally avoids the use of metaphors and similes, comparisons and superlatives, idioms, exclamation marks, adjectives and adverbs, clichés, slang,

¹ The following information on research English has been adapted from Nancy Jean Vyhmesiter’s *Quality Research Papers* (Grand Rapids: Zondervan, 2004), pp. 91-100, as outlined in the notes for the course Biblical Research and Writing.

and contractions (ex: “do not” instead of “don’t”). The only exception to these rules is when making direct quotations.

Style

Although similar in many respects to what has already been described above under research English, style focuses more upon the choice of appropriate words and the arrangement of those words in such a way as to produce a clearly-worded and eloquent-sounding paper. To do this effectively, students must follow the guidelines presented above, but must also develop coherent sentences of quality prose, and connect sentences and paragraphs together in a logical and consistent manner.

Students must write in such a way that projects an unbiased attitude toward the topic under discussion and must avoid the use of abusive or emotional language in defending a position or explaining an opposing point of view. Name-calling, ridicule, or mockery of opposing views is inappropriate. The use of expressions such as “this is obvious” or “it is clear” and overarching generalizations or overstatements of a point of view should be avoided as well.

Students should also relate only objective facts and keep their personal opinions to themselves. Phrases like “I think”, “I believe”, or “I feel” are not acceptable.

Spelling and Punctuation

In the area of spelling and punctuation, there are a few basic requirements that students need to be aware of (Turabian, 283-330). Most importantly, students must utilize correct spelling for all words in a paper. With the availability of computer spell checkers a paper should not be turned in with spelling mistakes. Be aware, however, that computers do not typically check for

misuses of homonyms (i.e. words that sound the same but are spelled differently, such as *their* and *there*, and *your* and *you're*). Therefore, while spell checkers prove helpful, they do not replace proofreading as a means of spotting errors that a spell checker will not find. For further assistance with spelling, a free, downloadable, spelling dictionary of biblical and theological words for use with Microsoft Word is available at <http://faculty.bbc.edu/RDecker/btd.htm>.

In addition to general spelling mistakes, there are several additional spelling requirements that are important to be aware of when developing a research paper. Some of the most common items to remember are:

- 1) Foreign words that do not appear in an English dictionary should be italicized or underlined.
- 2) Words should be spelled using American, rather than British English, except in the case of direct quotations.
- 3) Numbers from one to one hundred should be spelled out, unless referring to parts in a book (ex: chapter 14 or part 2).
- 4) In addition to numbers from one to one hundred, all round numbers should be spelled out (ex: thousand, million, billion).
- 5) If a number has two words, use a hyphen (ex: fifty-five).
- 6) When typing percentages spell out percent instead of using the percentage symbol.
- 7) When referring to monetary units spell out the words dollars and cents.
- 8) When referring to specific times use the abbreviations a.m. and p.m.
- 9) Do not hyphenate words unless they are compound words.

For punctuation, a few specific items to keep in mind are:

- 1) Place only one space after a period before beginning the next sentence.

- 2) Never begin or end a sentence with a quotation mark, parenthesis, or bracket.
- 3) Periods, question marks, and commas should appear inside of quotation marks.
- 4) Colons and semi-colons should appear outside of quotation marks.

CHAPTER III

CONTENT

In the area of content, a research paper must exhibit sufficient research into the topic under discussion and adequate coverage of that topic throughout the paper. In addition, the various parts of the paper must be included in proper order, and the main body of the paper needs to be organized with an introduction, body, and conclusion.

Doing Research

Before preparing a paper, it is necessary to first do research in the specific area under consideration. In doing so students are reminded to be objective in their research, to weigh all pros and cons of an issue and to come to the research process with as unbiased of a mindset as possible.

As research is done in a specific area, the focus of that research should grow narrower and the purpose for the research should become more defined. Out of this process should flow a clear and concise thesis statement (Turabian, 48-61) and a body of research data sufficient enough to allow for a coherent and logical development of an argument and a convincing defense of the thesis statement (Turabian, 98-119).

The Parts of a Paper

As research nears completion and the writing process begins, the basic parts of a paper should be set up in order to assist in proper placement of information as the paper is more thoroughly developed.

All papers should contain three main parts: front matter, the body of the paper, and back matter.

Front Matter

Generally, for class papers, front matter will consist only of the title page and table of contents. Depending upon the nature of the research, students may also wish to include tables or figures, or appendixes as part of a paper. In this case, a list of such items should be included in the front matter as part of the table of contents (this is usually not necessary for a class paper, however).

The Body of the Paper

The body of the paper is the “meat” of the research project. Here students present their topic or thesis statement, and through the research data that has been gathered, give arguments for or against that thesis and then conclude in a convincing and compelling manner (for a complete discussion of this topic see the section entitled Organizing the Paper on page 13).

Back Matter

For class papers, back matter will generally consist of only the bibliography, in which each work cited or works consulted are given. If the paper includes tables, figures, or appendixes, these elements are also included in the back matter prior to the bibliography page.

Organizing the Paper

The Introduction

The introduction of a paper is the foundation to a quality research project. Without a good introduction the whole thrust of a paper is lost and the purpose of the paper is undermined. In writing an effective introduction students should keep in mind the following guidelines.

The Purpose on an Introduction

The purpose of an introduction is to provide a brief overview of the entire paper. In this overview, the student should present the topic of the paper, give a thesis statement, and provide an explanation as to why a study of this particular topic is needful. In addition, an introduction should include the students brief explanation of the research methodology employed in the study of their topic. This should include:

- 1) Information on how research was gathered, the type of sources used, and the process by which sources were integrated as part of the research data.
- 2) Definitions of any important terms used throughout the paper that may be unfamiliar to the reader(s).
- 3) Limitations to the study (ex: time constraints, access to suitable library facilities, or other similar limitations).
- 4) An explanation of the parameters set by the student in their study of their research topic, and a proposal of objective criteria by which theirs and other studies of a similar nature should be evaluated.
- 5) Basic presuppositions or assumptions taken by the student about their topic.

The Parts of an Introduction

As is true of the entire research project, the introduction should contain within itself its own introduction, body, and conclusion. The introduction should provide a short overview of the introduction, approximately one supporting paragraph per element of the research methodology as explained previously, and a brief conclusion that serves as a smooth transition into the main body of the paper.

When composing each paragraph of a paper students are advised to take into careful consideration Vyhmeister's description of a good paragraph as one that "puts in one place all the material that belongs together and keeps it apart from other items that do not belong."² In order to accomplish this, each paragraph should have a topic sentence, which states the main idea of the paragraph, and approximately two to five supporting sentences that develop the topic sentence and serve as a transition into the next paragraph.

The Body of the Paper

The Purpose of the Body

As stated previously, the body of the paper is the "meat" of the research project. Here students present their research data and give arguments for or against their thesis. These arguments, however, must be combined in a logical and coherent fashion that enables the reader to follow easily the progression of thought in the paper. To achieve this goal, students must divide their paper into chapters, sections, subsections, and paragraphs.

² Nancy Jean Vyhmesiter. *Quality Research Papers* (Grand Rapids: Zondervan, 2004), p. 93.

The Parts of the Body

Chapters

Chapters mark the major divisions of a research project and comprise the largest parts of a paper. Within each chapter, the paper should be broken down further into sections, and/or subsections. The first section of each chapter should contain an introduction that gives an overview of the chapter and indicates what additional section divisions will occur in that chapter. Each chapter should also contain a correctly formatted chapter title and should always begin a new page in the document.

In addition, it is important to keep in mind when dividing a paper into chapters and sections, that divisions must be equal. In other words, if you have a chapter 1, you must at least have a chapter 2, and within each chapter, if you have section divisions you must have at least two divisions per chapter, etc.

Sections and Subsections

Each section and subsection should begin with an introductory statement that indicates how that section is developed, and should consist of at least two to five supporting paragraphs and a summary statement that serves as a smooth transition into the next section or subsection.

The Conclusion

The purpose of a conclusion is to provide a summary of the entire paper and to suggest certain applications to the reader that flow naturally out of the research data presented. A conclusion should begin with an introductory section that provides a brief overview of the

conclusion. This should be followed by several supporting paragraphs that restate the students thesis statement, summarizes the major points made throughout the paper that support that thesis, reemphasizes the need for the study, and provides applications based upon the study in order to bring the paper to a fitting close.

CHAPTER IV

GENERAL REQUIREMENTS FOR PAPERS

Apart from the preceding instructions, there are a few additional things to keep in mind when preparing a document for submission. First, do not use color or color fonts, shading, page or paragraph borders, clip art, or other similar effects. In addition, print the document on only one side of the page, using plain, white printer quality paper.

Unless otherwise instructed by the professor, the body of each paper should be twelve to fourteen pages in length for master's programs and twenty-five to thirty pages for doctoral programs.

It is suggested that students retain multiple copies of each paper written. In addition to the copy that the student hands in to the professor, it is recommended that the student save one copy to their computer, save an additional copy to a CD or floppy disk, and print out another copy for their own files.

It is also highly recommended in addition to proofreading their paper that, students read their paper out-loud to someone, and have at least one or two other people read their paper for them. This will often help catch errors or inconsistencies in logic that might not be otherwise noticed if the student simply reads the paper silently to themselves.

TITLE OF PAPER

A RESEARCH PAPER SUBMITTED TO
THE FACULTY OF TEMPLE BAPTIST SEMINARY
IN CANDIDACY FOR THE DEGREE OF
TITLE OF DEGREE

TITLE OF COURSE AND COURSE NUMBER

BY

YOUR NAME

CITY, STATE

MONTH DAY, YEAR

CONTENTS

INTRODUCTION	1
CHAPTER I. CHAPTER TITLE.....	2
First Level Subheading Title.....	3
Second Level Subheading Title.....	4
Third Level Subheading Title.....	5
Fourth Level Subheading Title	6
Fourth Level Subheading Title	7
Third Level Subheading Title.....	8
Fourth Level Subheading Title	9
Fourth Level Subheading Title	10
Second Level Subheading Title.....	11
Third Level Subheading Title.....	12
Fourth Level Subheading Title	13
Fourth Level Subheading Title	14
Third Level Subheading Title.....	15
Fourth Level Subheading Title	16
Fourth Level Subheading Title	17
First Level Subheading Title.....	18
CHAPTER II. CHAPTER TITLE	19
CONCLUSION.....	20
BIBLIOGRAPHY.....	21

EXAMPLES OF PROPER RESEARCH HEADINGS
(Option 1 is preferred)

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
CHAPTER # and CHAPTER TITLE (begins new page)	CHAPTER # and CHAPTER TITLE (begins new page)	CHAPTER # and CHAPTER TITLE (begins new page)
First Level Heading	<i>First Level Heading</i>	<u>First Level Heading</u>
Second Level Heading	Second Level Heading	Second Level Heading
Third Level Heading	<i>Third Level Heading</i>	<u>Third Level Heading</u>
Fourth level heading	Fourth level heading	Fourth level heading
Fifth level heading	Fifth level heading	Fifth level heading

FORMATTING FOR THE MOST COMMON FOOTNOTES
(For additional information see Turabian, pp. 142-145)

Single Author

[5 spaces] Note Number. Author's First Name and Last Name. *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), pages cited.

A Book with an Editor Instead of an Author

[5 spaces] Note Number. Author's First Name and Last Name, ed., *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), pages cited.

A Book with Two Authors

[5 spaces] Note Number. Author #1's Last Name, and First Name, and Author #2's First Name and Last Name. *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), pages cited.

A Book with Three Authors

[5 spaces] Note Number. Author #1's Last Name, and First Name, and Author #2's First Name and Last Name, and Author #3's First and Last Name. *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), pages cited.

A Book with More than Three Authors

[5 spaces] Note Number. Author's First Name and Last Name et al., *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), pages cited.

Journal Article

[5 spaces] Note Number. Author's First Name and Last Name, "Title of Article: Subtitle of Article," *Title of Journal* Volume Number (Date of Publication): pages cited.

Online Journal Article

[5 spaces] Note Number. Author's First Name and Last Name, "Title of Article: Subtitle of Article," *Title of Journal* Volume Number (Date of Publication). website address³ (date of access).

³ When typing out a website, always begin with http://www. Do not underline or italicize the website name or insert it as a hyperlink.

SAMPLE BIBLIOGRAPHY

(For additional information see Turabian, pp. 162-215)

- Allen, C.J., ed. *The Broadman Bible Commentary: Vol. I*. Nashville: Broadman Press, 1969.
- Alter, Robert. *Genesis*. New York: W.W. Norton and Company, 1996.
- Anderson, Bernhard W. "From Analysis to Synthesis: The Interpretation of Genesis 1-11." *Journal of Biblical Literature* 97:1 (1978) 23-29.
- Arnold, Bill T. and David W. Baker, eds. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker Books, 1999.
- Bush, William Frederic, David Allan Hubbard, and William Sanford La Sor. *Old Testament Survey*. Grand Rapids: William B. Eerdmans Publishing Company, 1982.
- Coats, George W. "Abraham's Sacrifice of Faith: A Form Critical Study of Genesis 22." *Interpretation* 27 (1973) 389-400.
- _____. "Redactional Unity in Genesis 37-50." *Journal of Biblical Literature* 93 (1974) 15-21.
- Coote, R. "Notes and Observations: The Meaning of the Name Israel." *Harvard Theological Review* (1972) 137-142.
- Fry, Euan McG., and William D. Reyrburn. *A Handbook on Genesis*. New York: United Bible Societies, 1997.
- Gammie, John. "Theological Interpretation by Way of Literary and Traditional Analysis: Genesis 25-36," in *Encounter with the Text*, pp. 117-134. Edited by Martin J. Buss. Philadelphia: Fortress Press, 1979.
- Hamilton, Victor P. *The New International Commentary on the Old Testament: The Book of Genesis, Chapters 1-17*. Grand Rapids: William B. Eerdmans Publishing Company, 1990.
- _____. *The New International Commentary on the Old Testament: The Book of Genesis, Chapters 18-50*. Grand Rapids: William B. Eerdmans Publishing Company, 1995.
- Keil, C.F. and F. Delitzsch. *Biblical Commentary on the Old Testament, Vols. I, II*. Translated by J. Martin. Grand Rapids: William B. Eerdmans Publishing Company, n.d.

COMMON ABBREVIATIONS

Divisions of the Canon:		TEV	Today's English Version (=Good News Bible)
HB	Hebrew Bible	TNIV	Today's New International Version
NT	New Testament	WEYMOUTH	<i>The New Testament in Modern Speech</i> , R.F. Weymouth
OT	Old Testament		
Units of Text:			
ch./chs.	chapter/chapters	Old Testament	
v./vv.	Verse/verses	Gen	Genesis
Ancient Texts, Text Types and Versions		Exod	Exodus
Byz.	Byzantine	Lev	Leviticus
Copt.	Coptic	Num	Numbers
LXX	Septuagint	Deut	Deuteronomy
MT	Masoretic Text	Josh	Joshua
Syr.	Syriac	Judg	Judges
TR	Textus Receptus	Ruth	Ruth
Vulg.	Vulgate	1-2 Sam	1-2 Samuel
Modern Versions		1-2 Kgs	1-2 Kings
ASV	American Standard Version	1-2 Chr	1-2 Chronicles
CEV	Contemporary English Version	Ezra	Ezra
ESV	English Standard Version	Neh	Nehemiah
GNB	Good News Bible	Esth	Esther
GOODSPEED	<i>The Complete Bible: An American Translation</i> , E.J. Goodspeed	Job	Job
HCSB	Holman Christian Standard Bible	Ps/Pss	Psalms
JB	Jerusalem Bible	Prov	Proverbs
KJV	King James Version	Ecc1	Ecclesiastes
LB	Living Bible	Song	Song of Songs (Song of Solomon)
MLB	Modern Language Bible	Isa	Isaiah
MOFFATT	<i>The New Testament: A New Translation</i> , James Moffatt	Jer	Jeremiah
NAB	New American Bible	Lam	Lamentations
NASB	New American Standard Bible	Ezek	Ezekiel
NAV	New American Version	Dan	Daniel
NCV	New Century Version	Hos	Hosea
NEB	New English Bible	Joel	Joel
NET	New English Translation	Amos	Amos
NIV	New International Version	Obad	Obadiah
NIVI	New International Version, Inclusive Language Edition	Jonah	Jonah
NJB	New Jerusalem Bible	Mic	Micah
NLT	New Living Translation	Nah	Nahum
NJPS	<i>Tanakh: The Holy Scriptures: The New JPS Translation according to the Traditional Hebrew Text</i>	Hab	Habakkuk
NKJV	New King James Version	Zeph	Zephaniah
NRSV	New Revised Standard Version	Hag	Haggai
PHILLIPS	<i>The New Testament in Modern English</i> , J.B. Phillips	Zech	Zechariah
REB	Revised English Bible	Mal	Malachi
RSV	Revised Standard Version		
RV	Revised Version	New Testament	
		Matt	Matthew
		Mark	Mark
		Luke	Luke
		John	John
		Acts	Acts
		Rom	Romans
		1-2 Cor	1-2 Corinthians
		Gal	Galatians

Eph	Ephesians	APSP	<i>American Philosophical Society Proceedings</i>
Phil	Philippians	AsTJ	<i>Asbury Theological Journal</i>
Col	Colossians	ATJ	<i>Ashland Theological Journal</i>
1-2 Thess	1-2 Thessalonians	BA	<i>Biblical Archaeologist</i>
1-2 Tim	1-2 Timothy	BASOR	<i>Bulletin of the American Schools of Oriental Research</i>
Titus	Titus	BBR	<i>Bulletin for Biblical Research</i>
Phlm	Philemon	BBS	<i>Bulletin of Biblical Studies</i>
Heb	Hebrews	BSac	<i>Bibliotheca Sacra</i>
Jas	James	BTB	<i>Biblical Theology Bulletin</i>
1-2 Pet	1-2 Peter	CBQ	<i>Catholic Biblical Quarterly</i>
1-2-3 John	1-2-3 John	CBTJ	<i>Calvary Baptist Theological Journal</i>
Jude	Jude	CH	<i>Church History</i>
Rev	Revelation	CHR	<i>Catholic Historical Review</i>
Apocrypha			
Bar	Baruch	CJ	<i>Classical Journal</i>
Add Dan	Additions to Daniel	CJT	<i>Canadian Journal of Theology</i>
1-2 Esd	1-2 Esdras	CQ	<i>Church Quarterly</i>
Add Esth	Additions to Esther	CQ	<i>Classical Quarterly</i>
Ep Jer	Epistle of Jeremiah	CRSQ	<i>Creation Research Society Quarterly</i>
Jdt	Judith	CTJ	<i>Calvin Theological Journal</i>
1-2 Macc	1-2 Maccabees	CTSJ	<i>Chafer Theological Seminary Journal</i>
3-4 Macc	3-4 Maccabees	CTM	<i>Concordia Theological Journal</i>
Pr Man	Prayer of Manasseh	CW	<i>Classical World</i>
Ps 151	Psalm 151	DBSJ	<i>Detroit Baptist Seminary Journal</i>
Sir	Sirach/Ecclesiasticus	EvJ	<i>Evangelical Journal</i>
Tob	Tobit	EvQ	<i>Evangelical Quarterly</i>
Wis	Wisdom of Solomon	HTR	<i>Harvard Theological Review</i>
Apostolic Fathers			
<i>Barn.</i>	<i>Barnabas</i>	HUCA	<i>Hebrew Union College Annual</i>
<i>1-2 Clem.</i>	<i>1-2 Clement</i>	IOS	<i>Israel Oriental Studies</i>
<i>Did.</i>	<i>Didache</i>	JAOS	<i>Journal of the American Oriental Society</i>
<i>Diogn.</i>	<i>Diognetus</i>	JBC	<i>Journal of Biblical Counseling</i>
<i>Herm. Mand.</i>	<i>Shepherd of Hermas, Mandate(s)</i>	JBL	<i>Journal of Biblical Literature</i>
<i>Herm. Sim.</i>	<i>Shepherd of Hermas, Similitude(s)</i>	JBMW	<i>Journal for Biblical Manhood and Womanhood</i>
<i>Herm. Vis.</i>	<i>Shepherd of Hermas, Vision(s)</i>	JBQ	<i>Jewish Biblical Quarterly</i>
<i>Ign. Eph.</i>	<i>Ignatius, To the Ephesians</i>	JBR	<i>Journal of Bible and Religion</i>
<i>Ign. Magn.</i>	<i>Ignatius, To the Magnesians</i>	JCS	<i>Journal of Cuneiform Studies</i>
<i>Ign. Phld.</i>	<i>Ignatius, To the Philadelphians</i>	JEA	<i>Journal of Egyptian Archaeology</i>
<i>Ign. Pol.</i>	<i>Ignatius, To Polycarp</i>	JECS	<i>Journal of Early Christian Studies</i>
<i>Ign. Rom.</i>	<i>Ignatius, To the Romans</i>	JEH	<i>Journal of Ecclesiastical History</i>
<i>Ign. Smyrn.</i>	<i>Ignatius, To the Smyrnaeans</i>	JETS	<i>Journal of the Evangelical Theological Society</i>
<i>Ign. Trall.</i>	<i>Ignatius, To the Trallians</i>	JNES	<i>Journal of Near Eastern Studies</i>
<i>Mart. Pol.</i>	<i>Matyrdom of Polycarp</i>	JGES	<i>Journal of the Grace Evangelical Society</i>
<i>Pol. Phil.</i>	<i>Polycarp, To the Philippians</i>	JSNT	<i>Journal for the Study of the New Testament</i>
Academic Journals			
ABQ	<i>American Baptist Quarterly</i>	JSOR	<i>Journal of the Society of Oriental Research</i>
AER	<i>American Ecclesiastical Review</i>	JSOT	<i>Journal for the Study of the Old Testament</i>
AJA	<i>American Journal of Archaeology</i>	JSQ	<i>Jewish Studies Quarterly</i>
AJET	<i>African Journal of Evangelical Theology</i>	JSS	<i>Journal of Semitic Studies</i>
AJSL	<i>American Journal of Semitic Languages and Literature</i>	JTC	<i>Journal for Theology and the Church</i>
AJT	<i>American Journal of Theology</i>	JTS	<i>Journal of Theological Studies</i>
ANQ	<i>Andover Newton Quarterly</i>	LQ	<i>Lutheran Quarterly</i>
		MQR	<i>Mennonite Quarterly Review</i>
		MSJ	<i>The Master's Seminary Journal</i>
		NEA	<i>Near Eastern Archaeology</i>

<i>PSB</i>	<i>Princeton Seminary Bulletin</i>
<i>SBL</i>	<i>Society of Biblical Literature</i>
<i>SJT</i>	<i>Scottish Journal of Theology</i>
<i>SWJT</i>	<i>Southwestern Journal of Theology</i>
<i>TJ</i>	<i>Trinity Journal</i>
<i>TJT</i>	<i>Toronto Journal of Theology</i>
<i>WTS</i>	<i>Westminster Theological Journal</i>

org.	organization
o.s.	old series
p./pp.	page/pages
par.	paragraph
pl.	plural
PS	<i>postscriptum</i> : postscript
pseud.	pseudonym
pt.	part
pub.	publication, publisher
q.v.	<i>quod vide</i> : which see
r.	<i>recto</i> : right
repr.	reprint
rev.	revised, revised by, revision
sec.	section
ser.	series
sing.	singular
soc.	society
sup.	<i>supra</i> : above
supp.	supplemental
s.v./s.vv.	<i>sub verbo</i> : under the word(s)
syn.	synonym, synonymous
trans.	translated by, translator
univ.	university
usu.	usually
viz.	<i>videlicet</i> : namely
vol.	volume

Other Common Academic Abbreviations

abbr.	abbreviated, abbreviation
abr.	abridged, abridgment
anon.	anonymous
app.	appendix
assn.	association
b.	born
bib.	Bible, biblical
bibliog.	bibliography, bibliographer
biog.	biography, biographer
bk.	book
ca.	<i>circa</i> : about, approximately
cap.	capital, capitalize
cf.	<i>confer</i> : compare
col.	column
comp.	compiler, compiled by
cont.	continued
d.	died
dept.	department
dict.	dictionary
diss.	dissertation
div.	division
ed.	editor, edition
e.g.	<i>exempli gratia</i> : for example
esp.	especially
et al.	<i>et alii</i> or <i>et alia</i> : and others
etc.	<i>et cetera</i> : and so forth
ex.	example
fig.	figure
ff.	and following
fol.	folio
ibid.	<i>ibidem</i> : in the same place
id.	<i>idem</i> : the same
i.e.	<i>id est</i> : that is
intl.	international
intro.	introduction
l./ll.	line/lines
loc. cit.	<i>loco citato</i> : in the place cited
misc.	miscellaneous
MS/MSS	manuscript/manuscripts
n/nn	note/notes
natl.	national
n.b. or NB	<i>nota bene</i> : take careful note
n.d.	no date
no.	number
n.p.	no place, no publisher, no page
n.s.	new series
op. cit.	<i>opera citato</i> : in the work cited



TEMPLE BAPTIST SEMINARY

CRITERIA FOR GRADING RESEARCH PAPERS

RESEARCH PAPER

The student is to write a paper on a topic or subject area consistent with the description, purposes, and objectives of the course after receiving the approval of the course instructor for that topic.

(1) The research paper is to be an adequate coverage of the topic and display a coherent, logical development and defense of the student's thesis relevant to the chosen topic or subject.

(2) The term paper must reflect the student's use of the principles of biblical hermeneutics (consistent with BI-503, if the student has previously taken BI-503).

(3) Footnotes, not endnotes, are to be used. Footnotes and bibliographies must reflect research from books, academic journals, and web sites. In the absence of existing, available journal articles, a notation or disclaimer should be made to that effect in the introduction.

(4) The title page is to follow the form for theses as found in the 7th edition of Kate L. Turabian's A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers. Chicago: The University of Chicago Press, 2007.

ALL PAPERS

All papers shall conform to Turabian, as presented in the 7th edition of A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers. Chicago: The University of Chicago Press, 2007. The body of the paper must be between 12-14 full pages in length for master's programs and 25-30 pages for doctoral programs, averaging at least one footnote and bibliographical entry per page of the body of the paper.



TEMPLE BAPTIST SEMINARY

CRITERIA FOR GRADING RESEARCH PAPERS

FORMATTING

15 % (1-4 ea.)

Conformity with Turabian as presented in the 7th Edition of A Manual for Writers of Research Papers, Theses, and Dissertations.

Table with 2 columns: Checked For (listing formatting criteria like Title page, margins, headings, etc.) and percentage/points (e.g., 1.0 ea., 4.0 ea.).

ENGLISH USAGE:

15 % (5.0 ea.)

Table with 2 columns: Checked For (listing English usage criteria like Spelling, Grammar, Punctuation) and percentage/points.

CONTENT:

70 % (10.0 ea.)

Table with 2 columns: Checked For (listing content criteria like Coherent development, Adequate coverage, etc.) and percentage/points.

PERCENTAGE TOTAL:

GENERAL REQUIREMENTS FOR PAPERS:

Y / N

Table with 2 columns: Checked For (listing general requirements like Master's programs, Doctoral program, Footnotes) and Y/N.

CREDIBLE PAPER:

NUMERICAL GRADE:

LETTER GRADE:

Please see the back of this page for additional comments.

BIBLIOGRAPHY

- Alexander, Patrick H. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: 1999.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: The University of Chicago Press, 2003.
- Core, Deborah. *The Seminary Student Writes*. Duluth, GA: Chalice Press, 2000.
- Goss, Leonard G. and Carolyn Stanford Goss. *The Little Style Guide to Great Christian Writing and Publishing*. Nashville: Broadman and Holman Publishers, 2004.
- Harris, Robert A. *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*. Los Angeles: Pyczak Publishing, 2006.
- Hudson, Robert. *The Christian Writer's Manual of Style: Updated and Expanded Edition*. Grand Rapids: Zondervan, 2004.
- Slade, Carol and Robert Perrin Slade. *Form and Style: Research Papers, Reports, Theses*. Boston: Houghton Mifflin Company, 2007.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*; revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Chicago: The University of Chicago Press, 2007.
- Vyhmeister, Nancy Jean, ed. *Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan, 2008.
- Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York, NY: Continuum International Publishing Group, 2006.