

Western Reformed Seminary

Writing Assignments

Style Guide

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1. Introduction to the Seminary Style Guide

1.1 The Purpose of the Style Guide

The purpose of this guide is to provide instructions for writing and formatting papers for WRS students. The guide addresses research writing and style guidelines for research papers (including book reviews and bibliographies) and master's projects.

The guidelines in this manual apply to the majority of the papers you will write while in seminary. In addition to research papers, some courses include other types of writing assignments. Consult with your professors to find out if there are specific style requirements for other types of papers.

1.2 Style in the Field of Biblical/Theological Studies

Style guidelines vary from one field to the next, and even within a given field, multiple resources are available, often resulting in confusion for students. In the field of biblical/theological studies, the Society of Biblical Literature (SBL) has captured a set of principles for biblical/theological publications in *The SBL Handbook of Style*.¹ The authors of the SBL Handbook base their approach on the well-established principles of the *Chicago Manual of Style* (also known as CMS, CMOS, or simply “Chicago style”).²

CMS is quite detailed and offers an invaluable set of guidelines and information on writing, editing, and publishing issues. As detailed as it is, CMS does not address certain issues specific to biblical and theological studies. For example, while CMS offers some guidance on style matters related to Hebrew and Greek, it does not address other ancient languages often of interest to biblical scholars, such as Aramaic, Ugaritic, or Akkadian. Similarly, CMS addresses some issues related to English versions of the Bible, but it does not provide information about numerous other ancient texts, such as the Dead Sea Scrolls. The SBL Handbook fills in those gaps, adding the nuances of this specialized field to the general style of CMS. For this reason, students are encouraged to purchase both the SBL Handbook and CMS. SBL addresses

¹ The Society of Biblical Literature, *The SBL Handbook of Style*, Ed. Gonzales Rubio et al., 2nd ed. (Atlanta: SBL Press, 2014).

² University of Chicago Press, *The Chicago Manual of Style*, 17th ed. (Chicago: The University of Chicago Press, 2017).

biblical/theological studies issues that CMS does not cover, but many other matters of style that are not discussed at all in SBL are included in CMS.

Students may also wish to purchase Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*.³ This work is also based on CMS but focuses specifically on student research writing. Similarly, the Society of Biblical Literature provides a "Student Supplement" to the SBL Handbook that offers students guidance on research papers in biblical and theological studies.

Although these guides include a great deal of information for writers, certain standards are still set by individual publishers for publications and by individual academic institutions for research papers and theses. Therefore, the WRS Style Guide is written specifically to establish the requirements for the seminary program here at WRS. This guide will not address all the details that are already covered in the previously mentioned works. Instead, it will clarify for students which guidelines to use for the papers they will write for this program.

For anything not addressed in this style guide, students should first consult the SBL Handbook. If the answer is not found in the SBL Handbook, students should then consult CMS, the SBL student supplement,⁴ or Turabian's manual. Additional resources for students will be provided throughout this guide and listed again at the end in Appendix A.

2. Research Papers

2.1 General Information & Resources

Students will typically write one major research paper on biblical or theological topics in the major content courses of the seminary program, such as New Testament Studies, Old Testament Narratives, and Prophetic Literature. Students will also write several shorter research papers in the remaining Old Testament Studies courses. Research papers, including bibliographies and book reviews, will be part of the course requirements for Historical Theology and Interdepartmental Studies.

³ Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, rev. Wayne C. Booth et al., 9th ed. (Chicago: University of Chicago Press, 2018).

⁴ "Student Supplement to The SBL Handbook, Second Edition," updated 2015: https://cdn.prod.website-files.com/6a3a18d98751e25cc4768213/6a7e22d7b633e0fb13cb2dd6_SBL_Student%20Supplement.pdf.

Again, students should consult with their professors to confirm which guidelines to follow for specific assignments other than research papers. Before you begin any writing assignment for the program, read the instructions several times to make sure you understand the requirements. If you have any questions about the assignment, reach out to the professor early to clarify the goals and parameters. Your professor will advise you on submission guidelines, such as whether to submit a hard copy or a digital file, as well as which digital file formats are acceptable.

2.2 Standard Formatting for Research Papers

The following guidelines apply to research papers in the program unless students are otherwise instructed by the professor. Each formatting element is described in detail, and a paper template is provided online.

2.2.1 Fonts

Research papers are written in 12-point Times New Roman unless the professor requests something different. Scripts and decorative fonts are not appropriate for research papers. The same font should be used throughout the paper, in both the headings and the body, and the footnotes.

2.2.2 Spacing

Lines in the body of the research papers are double-spaced. Block quotations are single-spaced. The spacing requirement does not apply to special elements like tables and charts. For spacing between sentences, enter only one bar space (not two) following the closing punctuation of one sentence and the first word of the next sentence.

2.2.3 Margins and Indents

Research papers should have 1" margins all around. This is the default setting for margins in Word. Following the title page, the first page of the paper should have a dropped top margin of 2". This margin is preset for you in the WRS Research Paper Template. The standard heading for this page includes a repeat of the title of the paper in all caps followed by the word "Introduction" on the next line. After the heading, the body of the paper should be indented a ½" to begin regular paragraphs.

If the paper is written with chapter-style entries or sections, the first page of subsequent entries should also have the 2” top margin. Likewise, the bibliography and any appendices you include should have a 2” top margin. All other pages should have a 1” top margin.⁵

2.2.4 Title Page

Research papers should include a title page formatted as follows.

- Center the name “Western Reformed Seminary” approximately 2” from the top of the page.
- Following the heading, enter about five line spaces and then insert the title of your paper.
- Center the title of the paper in all capital letters. Long titles should be written in inverted-pyramid style on double-spaced lines. The title should be no more than 17 words, spaced over no more than three lines.
- Following the title, enter about five line spaces and write a presentation note that names the class and professor for whom the paper is written. A standard presentation note reads as follows:

A Paper Presented to Dr. Battle
In Partial Fulfillment
Of the Requirements of the Course
912 Biblical Interpretation

- Following the presentation line, enter about five more line spaces and insert “By” followed by your name on the next line. Enter the date on a third line.
- Please note that the exact line spacing of the title page will depend on how long your title is. All text on the page should be centered vertically and generously spaced within each horizontal section for a visually appealing title page.

2.2.5 Page Numbers

The title page counts as the first page of front matter, but it should not be numbered. Any other front matter, such as a table of contents, should be numbered with lowercase Roman numerals centered at the bottom of the page. Therefore, the first numbered page following the title page is page ii.

⁵ Learn how to set the margin for a specific page here: <http://wordfaqs.ssbarnhill.com/DifferentMargins.htm> or here: <https://www.youtube.com/watch?v=oJG5vOYdytM>.

The first page of the body of the paper should be numbered with Arabic numerals. The first number of the body of the paper should be centered at the bottom of the first page. For the remainder of the paper, place the number at the top right corner of the page.

2.2.6 Outline Levels

Most research papers will require multiple heading levels. Just like every “A” in an outline must have a “B” and every “1” must have a “2,” each sublevel heading of a paper must have at least one parallel heading at the same level. The following instructions for heading styles match the suggested guidelines in the 2015 revision of the “Student Supplement for *The SBL Handbook of Style*, Second Edition.”

- At the top of the first page of the body of the paper, at the 2” margin drop, repeat the title of the paper, centered and in all capital letters in your chosen 12-point font. If the title flows over more than one line, the lines should be single-spaced. Return to double-spacing following the title and add “Introduction,” capitalizing just the first letter of the word.
- First-level subheadings are centered and entered in bold type in headline style.
- Second-level subheadings are also centered and entered in headline style, but they are not in bold type.
- Third-level subheadings are set at the left margin, not indented, written in headline style, and entered in bold, italicized text.
- Fourth-level subheadings are also set at the left margin and not indented. They are written in headline style but not in bold or italicized text.
- Please note that not all papers will require all four levels of subheadings.

2.2.7 Widows and Orphans

A widow is a single line of text which is “widowed,” or left alone, at the top of a page. This is often the closing line of a paragraph. If this occurs, the preceding line from the previous page should be moved to the following page so that at least two lines of text appear at the top of the page, rather than one lonely line of text.

An orphan is a single line of text, often the first line of a paragraph, which is alone at the bottom of a page. If this occurs, the single line of text should be moved to the following page. The principle of these rules is that no single line should open or close a page.

In Word, enable the “Widow/Orphan control” feature to automatically eliminate widows and orphans. To enable this setting, in the Home tab, select the small arrow in the bottom right corner of the Paragraph section. In the pop-up, go to “Line and Page Breaks” and select “Widow/Orphan control.” Set this as the default, then select “OK.”

2.2.8 Block Quotations

If a quote is longer than five lines, it belongs in an indented block of text. After introducing the material, enter a line space and indent a ½”. Do not add quotation marks at the beginning or end of the quoted material. The footnote number for the source should follow the final punctuation of the quotation as usual. Single-space and left-justify the entire block of text, including the first line. After the quoted material, return to the double-spaced, normal text for the rest of the paragraph.

2.2.9 Hebrew, Aramaic, Greek, and Other Ancient Languages

Students in Seminary will frequently use the biblical languages of Hebrew, Aramaic, and Greek in research papers. Students should use the SBL Hebrew and Greek fonts to render words rather than transliteration characters.

Students can download the free SBL fonts for Hebrew and Greek from the SBL website.⁶ Be sure to download both the font and the keyboard, along with the instruction manuals for each.

For optimal readability, set the Hebrew font to size 14. The larger Hebrew font will alter the line spacing of a Word document. To correct this manually, select the line spacing icon in the Paragraph tab. Then select Line Spacing Options. Find “Spacing” toward the lower third of the pop-up box. Go to “Line Spacing” and open the drop-down box. Select “Exactly.” Then enter 24 in the “At” category beside “Line Spacing.” This will format your text to be exactly double-spaced despite the larger Hebrew font. Since the Greek font is readable at size 12, no special settings are necessary. Students may also use other ancient languages in their papers; please refer to “Transliterating and Transcribing Ancient Texts,” which is Chapter 5 in the SBL Handbook. Please also seek clarification from the professor regarding any language requirements for your papers.

⁶ Get free Hebrew and Greek fonts from the SBL website: <https://www.sbl-site.org/educational/biblicalfonts.aspx>.

2.2.10 Tables and Figures

Tables

If you include tabular data in your research paper, use the Table feature in Microsoft Word to design your table. Use the same font you have selected for the rest of your paper. The font size for the data table may be less than size 12, but it should not be smaller than size 10. Data tables should have clearly labeled headings to indicate the categories of data in each part of the table.

Whenever possible, design tables that can fit on one page. If the table does not fit on one page, there are two options. The first option is to summarize the data in the body of the paper and present the data table in an appendix. If you choose this option, refer to the appropriate appendix in your summary of the data. The second option is to run the table over onto the next page. If you choose this option, repeat the title at the top of the data table on the new page and add the word “continued” in parentheses. Then repeat the column labels at the top of the data table on the second page as well so that the reader does not have to return to the previous page to recall what is in each column. If data in your table is from another source or the table itself is from another source, proper credit must be given to the original source. See section 3.77 in CMS for information on proper source citation for tables. Label and number your tables using the “Insert Caption” feature in the References tab in Microsoft Word. For more information on formatting data tables, please refer to sections 3.47-3.88 in CMS.

Figures

On occasion, students may decide to use a graphic or figure to present information in a paper. Figures should be clear and easy to understand. Create your figures using the design feature available in the Insert tab in Microsoft Word. If you duplicate or adapt a figure originally designed by someone else, citation and copyright rules apply. See section 3.29-3.37 in CMS for more information on how to properly cite figures. Label and number your figures using the “Insert Caption” feature in the References tab in Microsoft Word.

2.2.11 Footnotes

To cite secondary sources, use footnotes rather than in-text citations or endnotes unless otherwise directed by the professor for a particular assignment. Indent a ½” for the start of each

footnote. Footnotes are written in a 10-point font, and entries are single-spaced. One line space should separate each subsequent entry.

For details on how to format footnotes for various types of sources, follow the style guidelines in the SBL Handbook. If there is no information about how to cite a particular type of resource in the SBL Handbook, consult CMS for more information.

2.2.12 Bibliography

In addition to the footnotes, research papers must include a bibliography. The bibliography should be formatted as follows.

- The title “BIBLIOGRAPHY” is centered, dropped 2”, and written in all caps.
- Entries are left-justified on the first line with a tab indent of a ½” for the remaining lines of the entry.
- Entries are single-spaced with one blank line between each entry.
- All bibliography notes should be written as described in the SBL Handbook. For source types that are not included in SBL, please refer to CMS.

Students may enter the bibliography manually or use the Chicago Style bibliography tool in the References tab in Microsoft Word to record sources and enter the bibliography. After the entire bibliography is entered, changes can be made manually if the program detects any gaps or formatting errors. However, students should be aware that updating the bibliography to add sources will erase any manual changes and revert the entry to its original form. Therefore, any corrections should be made after all the entries have been added. Students may use other citation formatting tools if they wish. Whatever tool a student chooses, the student is ultimately responsible for ensuring that the bibliography complies with the specific SBL/CMS guidelines for each entry type.

3.0 Optional and Additional Entries

3.1 Optional Front Matter

3.1.1 The Table of Contents

The table of contents shows the reader the entire paper at a glance. It begins with the front matter, shows the chapter divisions through third-level subheadings, and ends with the back matter.

- The table should provide page numbers but may also include an option for hyperlinks for PDF or other online versions of the work.
- The title for this page is centered with a top margin of 1”.
- The Styles feature in Microsoft Word allows for headings to be automatically formatted and updated in the table of contents.
- When used, the table of contents pages are counted and numbered.

3.1.2 The List of Abbreviations

Most biblical/theological studies research papers will include repeated references to proper nouns designated by specific abbreviations. These include versions of the Bible, ancient works, journal titles, and other abbreviations related to the field. To assist readers as they navigate your paper, you may provide a list of these abbreviations in the front matter. Guidelines for the abbreviations are below. When used, the page is counted and numbered.

- Do not include abbreviations for the books of the English Bible in this section. It is assumed that readers of biblical/theological studies Theses are familiar with the standard abbreviations for the biblical texts.
- The first time you use a term that will be abbreviated, write it out in full and include the abbreviation beside it in parentheses. After the introductory use, switch to the abbreviation for the remainder of the work.
- Any abbreviation you use more than once should be included in the list of abbreviations, except for the names of the books of the English Bible.
- Include abbreviations for English versions of the Bible, such as NAS or NIV.
- Include abbreviations of other ancient translations of the Bible, such as the Septuagint, and other ancient works, such as the books of the Apocrypha or Pseudepigrapha.

- Include abbreviations for the journal titles referenced in your work.
- Include grammar abbreviations if you use them in your work.
- Depending on your subject matter, you may need to include other types of abbreviations as well.
- The title for this page is centered with a top margin of 1”.
- List the abbreviations on the left with no indentation.
- Follow the abbreviation with a 1” indent and insert the full writing of the term that is designated by the abbreviation.

3.1.3 The Glossary of Special Terms

Some research papers will include terminology that is not familiar to all readers. If the paper includes technical or specialized terms that may not be recognized by most readers, the front matter should include a glossary. Students may consult their professor about whether to include a glossary. This page is optional. If used, it is counted and numbered.

- The title for this page is centered with a top margin of 1”.
- List the terms on the left side with no indentation.
- Following each term, enter an em dash and the definition of the term.

3.1.4 The List of Tables

Many biblical and theological research papers include tabular data. Throughout the paper, data tables should be numbered and labeled using “Insert Caption” in Microsoft Word to automatically populate the list of tables in the front matter. Students who are unfamiliar with the Caption and Table features may view a Word tutorial to learn how to label their data tables and generate the front matter list.⁷ This page is optional if tabular data is used throughout a paper. If the page is used, it is counted and numbered.

- Tables may be identified by simple sequential numbering (Table 1, Table 2, Table 3, etc.), or they may be identified by the chapter plus the number (Table 1.1, Table 2.1, Table 3.1, etc.).

⁷ A Word Tutorial on how to use the Caption and Table features to generate a List of Tables in the Table of Contents: <https://support.microsoft.com/en-us/office/insert-a-table-of-figures-c5ea59c5-487c-4fb2-bd48-e34dd57f0ec1>.

Either system is appropriate for a Thesis with a small number of tables. The chapter-plus-number system is best for a paper with many tables.

- Labels for tabular data should be clear and concise.
- Center the title for this page at the 1" margin.

3.1.5 The List of Figures

- Many biblical/theological studies will include figures. Figures are graphs, pictures, diagrams, or other visual aids that do not contain tabular data. Figures should also be numbered and labeled using the Caption feature in Word. This page is optional if figures are used throughout the paper. If the page is used, it is counted and numbered.
- Like tables, figures may be identified with the simple sequential numbering system (Figure 1, Figure 2, Figure 3, etc.) or the chapter plus number system (Figure 1.1, Figure 2.1, Figure 3.1, etc.). As with tables, either system is appropriate for Theses with a small number of figures. For papers with a large number of figures, the chapter-and-number system is most appropriate.
- The title for this page is centered with a top margin of 1".

3.2 Optional Back Matter

3.2.1 The Composition and Formatting of the Back Matter

The back matter of biblical/theological studies papers consists of the appendices and the bibliography.

3.2.2 Appendices

- Each appendix must have a title and a letter.
- The title is centered at the 2" dropped top margin.
- Appendices are numbered like chapters. Center the number of the first page at the bottom of the page. Subsequent page numbers are in the top right corner.
- Page numbers run consecutively from the body of the paper.

4. Research Writing Guidelines

The purpose of this section is to introduce you to the writing etiquette for our seminary. These guidelines apply to research papers or other long papers. Other types of writing in the program may require less formality. Check with your professors about specific requirements for other types of assignments.

4.1 Effective Research Writing

An effective research writer presents the facts, analysis, and conclusions of a robust study in a convincing way. Grammar mistakes, confusing sentences, and failure to observe standard writing conventions can distract your reader from the content of your paper. The purpose of the following guidelines is to help you write clearly and to alert you to the norms of the field so that your reader can fully focus on the merits of your argument.

4.1.1 Simply Do

- Write clear sentences in plain language.⁸ For a helpful review of general grammar and syntax issues, see Ch. 5 “Grammar and Usage” in CMS or Ch. 11 “Revising Sentences” in Turabian.
- Get to the point. Frequently frontload your sentences with the subject matter and an appropriate verb rather than with too many introductory clauses.⁹
- Use the Oxford comma to give the greatest degree of clarity to your reader. For more information on commas and other punctuation issues, see Ch. 6 “Punctuation” in CMS or Ch. 21 “Punctuation” in Turabian.
- Vary the length and style of your sentences to keep the reader engaged.¹⁰
- Use strong verbs in the active voice.¹¹

⁸ How to write in plain language: <https://zapier.com/blog/plain-language/>.

⁹ How to handle introductory clauses: <http://www.practicalmakesperfect.com/2019/01/21/too-many-introductory-phrases-spoil-the-essay/>.

¹⁰ How to vary the length and style of your sentences: <https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure>.

¹¹ Use strong verbs: <https://www.enchantingmarketing.com/strong-verbs/>; Use the active voice: <https://www.grammarly.com/blog/active-vs-passive-voice/>.

- Avoid writing in the passive voice, but do not avoid it slavishly. The passive voice is sometimes the simplest way to make a clear statement.¹²
- Write in the third person voice unless the professor has permitted you to use the first-person voice for a particular assignment.¹³
- Make sure your subject and verb agree with one another.¹⁴ This becomes more difficult in longer sentences with multiple clauses. In a sentence with clauses between the subject and the verb, skip over the clauses and read only the subject and the verb to make sure they agree.
- Choose one or two powerful adjectives instead of three or four.¹⁵
- Vary your word choices. Use thesaurus.com¹⁶ or the thesaurus in the Review tab in Word for alternate word suggestions.
- Overall, avoid using contractions in your paper, but every once in a while, it's ok.¹⁷
- Use the Spelling and Grammar feature in the Review tab to check your work or other free tools such as Grammarly.
- Right-click on the red, blue, or green error indicators under words in your document to find out why they are flagged.¹⁸ Make corrections if necessary.

¹² When to use the passive voice: <https://www.grammarly.com/blog/passive-voice/#:~:text=The%20passive%20voice%20is%20your,subject%20is%20distracting%20or%20irrelevant.>

¹³ Use the third person voice: <http://blogs.ubc.ca/writingcentre/files/2013/01/Tutor-project-Avoid-First-Person-POV.pdf>.

¹⁴ Subject and verb agreement: http://guidetogrammar.org/grammar/sv_agr.htm.

¹⁵ Choose powerful adjectives: <https://simplewriting.org/kill-your-adjectives/>; Use fewer adjectives: <https://www.insidehighered.com/news/2013/08/29/study-finds-too-many-adjectives-and-adverbs-detract-academic-writing>.

¹⁶ Use an online thesaurus: <https://www.thesaurus.com/>.

¹⁷ When to use contractions: <https://www.vappingo.com/word-blog/when-is-it-okay-to-use-contractions-in-formal-writing/>.

¹⁸ Error indicators in Word: [https://www.techrepublic.com/blog/microsoft-office/train-users-to-appreciate-words-annoying-wavy-blue-lines/#:~:text=In%20fact%2C%20one%20of%20Word's,spots%20\(possibly\)%20misspelled%20words.&text=As%20you%20type%2C%20Word%20displays,indicates%20a%20possible%20grammatical%20error.](https://www.techrepublic.com/blog/microsoft-office/train-users-to-appreciate-words-annoying-wavy-blue-lines/#:~:text=In%20fact%2C%20one%20of%20Word's,spots%20(possibly)%20misspelled%20words.&text=As%20you%20type%2C%20Word%20displays,indicates%20a%20possible%20grammatical%20error.)

- When in doubt about proper usage, like when to use “it’s” instead of “its” or “who instead of “whom,” look up the rule in CMS (section 5.250) or a convenient online source like Paul Bryan’s “Common Errors in English Usage.”¹⁹
- For a variety of grammar and usage questions, take advantage of other online resources like Grammar Girl²⁰ and Purdue’s Online Writing Lab.²¹ Grammarly²² has good reviews, but please be aware that the free resource is limited.
- Consult the SBL Handbook to make sure you are following the proper conventions for numbers (section 4.2), capitalization (section 4.3.6), and abbreviations (Ch. 8).

4.1.2 Simply Do Not

- Do not use slang, colloquialisms, or clichés in research writing.²³ For more tips on words to avoid, read this article.²⁴
- Do not use all caps or bold text for emphasis. Skilled writers use sentence structure and word choices for emphasis.²⁵ Italics may be used on occasion, but it should be rare.
- Do not use “e.g.” or “i.e.” in the body of the paper. Instead, write out “for example” for e.g. and “that is” or “in other words” for i.e. However, it is acceptable to use e.g. and i.e. in footnotes. For an amusing discussion on the issue, read this post.²⁶ For a scholarly explanation, see CMS, section 10.42.

¹⁹ Common errors in English: <https://brians.wsu.edu/common-errors/>.

²⁰ Grammar Girl: <https://www.quickanddirtytips.com/grammar-girl>.

²¹ Purdue’s Online Writing Lab (OWL): <https://owl.purdue.edu/>.

²² Grammarly: <https://www.grammarly.com/>.

²³ Slang, colloquialisms, and clichés: <https://www.capstoneediting.com.au/blog/avoiding-colloquial-language-in-academic-writing>.

²⁴ More words to avoid: <https://www.scribbr.com/academic-writing/taboo-words/>.

²⁵ How to write with emphasis: <https://www.writeexpress.com/emphasis.html>.

²⁶ The use of e.g. and i.e.: <https://thebettereditor.wordpress.com/2017/07/31/i-e-and-e-g-youre-not-writing-in-latin-so-why-are-you-using-them/>.

- Do not use “etc.” in the body of the paper. Instead, concretely describe or list all the information you want to provide on a given subject. If there is more information than you care to include in the body, add it in a footnote.

4.1.3 It Is Actually Acceptable to...

- Begin a sentence with a conjunction like “but” or “and.” For further guidance, see CMS, sections 5.203 and 5.204.
- Split an infinitive. See CMS, sections 5.108 and 5.171.
- End a sentence with a preposition when it’s the simplest way to get your point across. See CMS, section 5.180.

For more tips on misconceptions about English, please also see *Dryer’s English: An Utterly Correct Guide to Clarity and Style* (New York: Random House, 2019) by Benjamin Dryer.

4.2 Proofreading

All writers make mistakes, no matter how talented they are. Therefore, students must proofread their papers before submitting them. However, simply rereading your paper is usually not enough to help you catch your mistakes. The problem is that our eyes tend to read what we believe we wrote rather than what is actually written. To proofread more effectively, try these methods.

- Start writing early so you can finish your paper well ahead of the deadline. Then step away from your work for a day or two. After you have had a significant break from the paper, proofread it. The time spent working on other things will help you catch mistakes you might miss when focusing closely on the paper for an extended period.
- Read your paper out loud. As you read the paper out loud, your ears will catch errors that your eyes might miss.
- Read the paper from the end to the beginning. Start with the last sentence of the last paragraph. Work your way back through each preceding sentence and paragraph to the beginning of the paper. Starting at the end disrupts your anticipation of what is coming next. That disruption can cause you to see things you might otherwise miss.
- If you struggle with writing, ask a friend or family member to proofread it too.

- Make an appointment with your professor or the administration if you need extra help.

4.3 Plagiarism

- At the graduate level of study, it is expected that students understand how to properly introduce and cite secondary sources. As a reminder, you must give credit to the original source any time you quote, summarize, or paraphrase other people's words or ideas in your work. WRS's summary statement on plagiarism is below.

WRS students are required to know how to give proper credit to the academic works they reference in their written projects. Failure to properly credit other works will make the student subject to WRS's plagiarism penalty; the assignment will be recorded as a zero (0) and must be resubmitted with changes to properly credit the sources. Other disciplinary action may also be taken.

Students are responsible for familiarizing themselves with WRS's Plagiarism Policy and adhering to it. It is located in the Student Handbook. For a refresher on how to properly handle sources and avoid plagiarism, please see Ch. 25, "Quotations," in the Turabian manual.

Plagiarism.org²⁷ is another helpful resource for students with questions about presenting material from secondary sources and avoiding accidental plagiarism.

Students are expected to complete all assignments using their own knowledge and skills. Professors may allow students to use AI tools for brainstorming, outlining, grammar suggestions, or idea generation. AI may not generate substantive portions of submitted work. Any AI assistance must be acknowledged in a statement accompanying the assignment describing the tool used and how it contributed (i.e., cite the program, prompt(s), and how you used the information provided). Unauthorized AI use constitutes academic misconduct.

²⁷ Plagiarism.org: <https://www.plagiarism.org/>.

Appendix A: Links to External Sources

P. 2 – “Student Supplement to *The SBL Handbook*, Second Edition,” updated 2015:

<https://www.sbl-site.org/assets/pdfs/pubs/SBLHSupp2015-02.pdf>

P. 4 – Learn how to set the margin for a specific page here:

<http://wordfaqs.ssbarnhill.com/DifferentMargins.htm>

or here: <https://www.youtube.com/watch?v=oJG5vOYdytM>

P. 7 – Get free Hebrew and Greek fonts from the SBL website: <https://www.sbl-site.org/educational/biblicalfonts.aspx>

P. 18 – A Word Tutorial on how to use the Caption and Table features to generate a List of Tables in the Table of Contents: <https://support.microsoft.com/en-us/office/insert-a-table-of-figures-c5ea59c5-487c-4fb2-bd48-e34dd57f0ec1>

P. 23 – How to write in plain language: <https://zapier.com/blog/plain-language/>

P. 23 – How to handle introductory clauses:
<http://www.practicalmakesperfect.com/2019/01/21/too-many-introductory-phrases-spoil-the-essay/>

P. 23 – How to vary the length and style of your sentences:
<https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure>

P. 23 – Use strong verbs: <https://www.enchantingmarketing.com/strong-verbs/>

P. 23 – Use the active voice: <https://www.grammarly.com/blog/active-vs-passive-voice/>

P. 24 – When to use the passive voice: <https://www.grammarly.com/blog/passive-voice/#:~:text=The%20passive%20voice%20is%20your,subject%20is%20distracting%20or%20irrelevant>

P. 24 – Use the third person voice: <http://blogs.ubc.ca/writingcentre/files/2013/01/Tutor-project-Avoid-First-Person-POV.pdf>

P. 24 – Subject and verb agreement: http://guidetogrammar.org/grammar/sv_agr.htm

P. 24 – Choose powerful adjectives: <https://simplewriting.org/kill-your-adjectives/>

P. 24 – Use fewer adjectives: <https://www.insidehighered.com/news/2013/08/29/study-finds-too-many-adjectives-and-adverbs-detract-academic-writing>

P. 24 – Use an online thesaurus: <https://www.thesaurus.com/>

P. 24 – When to use contractions: <https://www.vappingo.com/word-blog/when-is-it-okay-to-use-contractions-in-formal-writing/>

P. 24 – Error indicators in Word: [https://www.techrepublic.com/blog/microsoft-office/train-users-to-appreciate-words-annoying-wavy-blue-lines/#:~:text=In%20fact%2C%20one%20of%20Word's,spots%20\(possibly\)%20misspelled%20words.&text=As%20you%20type%2C%20Word%20displays,indicates%20a%20possible%20grammatical%20error](https://www.techrepublic.com/blog/microsoft-office/train-users-to-appreciate-words-annoying-wavy-blue-lines/#:~:text=In%20fact%2C%20one%20of%20Word's,spots%20(possibly)%20misspelled%20words.&text=As%20you%20type%2C%20Word%20displays,indicates%20a%20possible%20grammatical%20error).

P. 25 – Common errors in English: <https://brians.wsu.edu/common-errors/>

P. 25 – Grammar Girl: <https://www.quickanddirtytips.com/grammar-girl>

P. 25 – Purdue's Online Writing Lab (OWL): <https://owl.purdue.edu/>

P. 25 – Grammarly: <https://www.grammarly.com/>

P. 25 – Slang, colloquialisms, and clichés:
<https://www.capstoneediting.com.au/blog/avoiding-colloquial-language-in-academic-writing>

P. 25 – More words to avoid: <https://www.scribbr.com/academic-writing/taboo-words/>

P. 25 – How to write with emphasis: <https://www.writeexpress.com/emphasis.html>

P. 25 – The use of e.g. and i.e.: <https://thebettereditor.wordpress.com/2017/07/31/i-e-and-e-g-youre-not-writing-in-latin-so-why-are-you-using-them/>

P. 27 – Plagiarism.org: <https://www.plagiarism.org/>

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