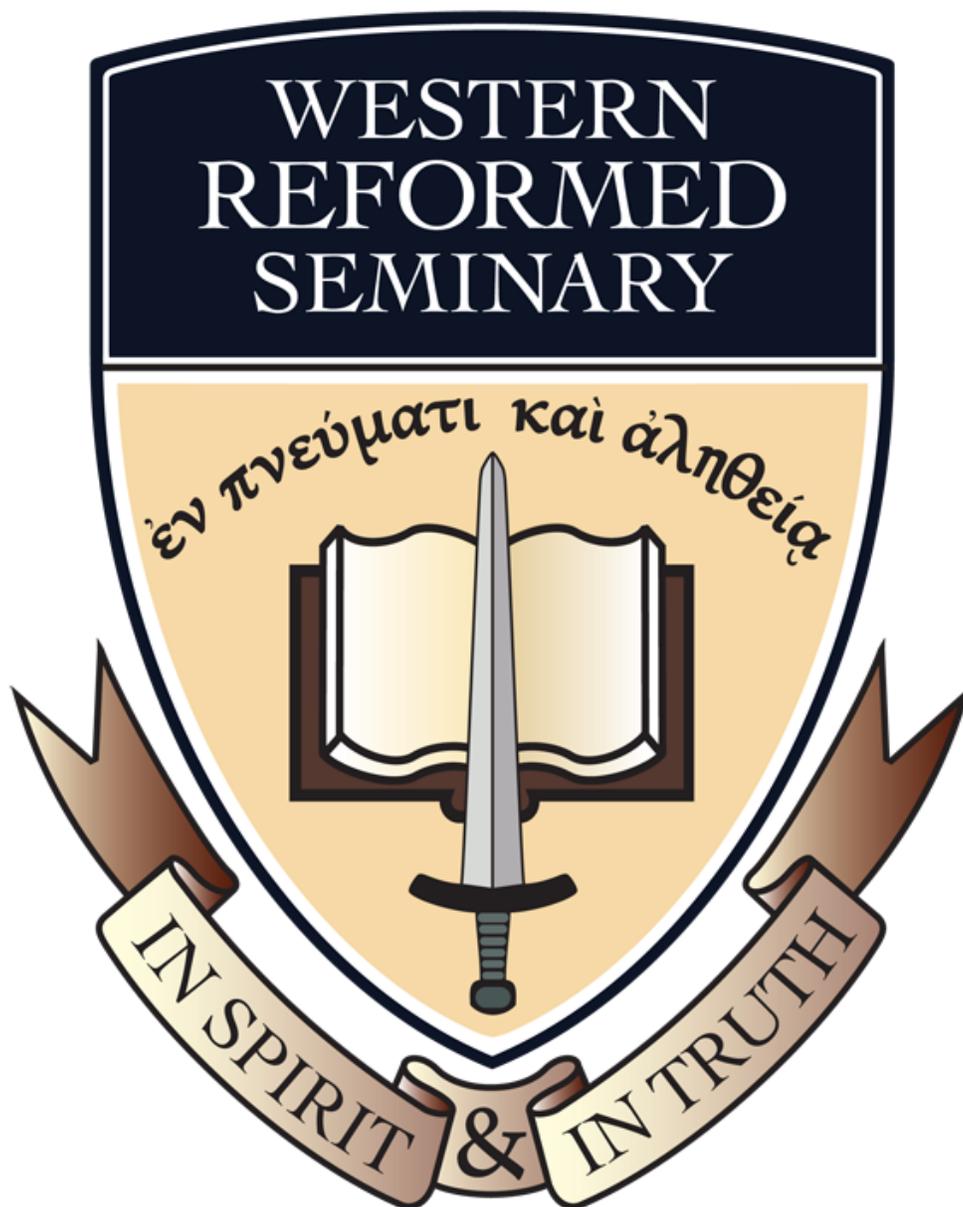# Western Reformed Seminary

Style Guide

Table of Contents

1. Introduction to the Seminary Style Guide

1.1 The Purpose of the Style Guide

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

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 the field of biblical/theological studies. For example, while CMS offers some guidance on style matters related to Hebrew and Greek, it does not address the other ancient languages that are often the focus of 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.

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[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).

SBL addresses biblical/theological studies issues that CMS does not cover, but many other matters of style which 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 it focuses specifically on matters related to student research writing. Similarly, the Society of Biblical Literature provides a "Student Supplement" to the SBL handbook to offer students guidance for biblical/theological studies research papers.

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 C.

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[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://www.sbl-site.org/assets/pdfs/pubs/SBLHSsupp2015-02.pdf

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, and Introduction to Biblical Counseling. Students will also write several smaller research papers in the remainder of the Old Testament Studies courses. Research papers, including bibliographies and book reviews, will be part of the course requirements for Historical Theology, and Interdepartmental Studies.

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 get clarification on the goals and parameters for the assignment. Your professor will advise you on submission guidelines such as hard copy or digital, as well as what formats for digital files 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 sample paper is provided as a visual aid in Appendix A.

2.2.1 Fonts

Research papers are written in 12 point Times New Roman font or another standard serif or sans-serif fonts like Cambria, Calibri, or Arial. Scripts and decorative fonts are not appropriate for research papers. The same font should be used throughout the entire paper for both the headings and the body of the paper.

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 title, enter two to three line spaces and insert a centered, straight line of 18 bar spaces if using the underscore key or 1 ½" if using a line from Shapes in the Insert tab.
- Following the line, center the title of the paper in all capital letters. Long titles should be written in inverted pyramid style over double-spaced lines. The title should be no more than 17 words, spaced over no more than three lines.
- Following the title, enter two to three line spaces and insert another straight line of 18 bar spaces or a 1 ½" line.
- Below this line, enter two to three more 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:

<div align="center">

A Paper Presented to Dr. Battle

In Partial Fulfillment

Of the Requirements of the Course

912 Biblical Interpretation

</div>

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[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.

- Following the presentation line, enter two to three more line spaces and insert a third straight line of 18 bar spaces or a 1 ½ " line.

- Following this line, enter at least two line spaces and insert "By" followed by your name on the next line. Enter the month and year on a third line.

- Please note that the exact line spacing of the title page will depend on how long your title is. All the text on the page should be centered vertically and spaced generously in each horizontal section for a visually appealing title page. See Appendix A for a visual example of the title page.

2.2.5 Page Numbers

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

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.

- See the Sample Paper in Appendix A for visual examples of the headings.

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 and 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 depict words instead of using 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 manual for each font and keyboard.

For optimal readability, set the Hebrew font to size 16. 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 dropbox. 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 to accommodate the Greek font. Students may use other ancient languages in their papers as well, such as Akkadian or Ugaritic. For other ancient languages, please refer to "Transliterating and Transcribing Ancient Texts," which is Chapter 5 in the SBL handbook. Please also seek clarification from the professor on any requirements for specific languages in your papers.

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 writing in the body of the paper and display 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 parenthesis. 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

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

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 produces any gaps or errors in formatting. However, students should be aware that updating the bibliography with added sources will erase any manual changes and revert the entry to the 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 to do so. Whatever tool a student chooses to use, the student is ultimately responsible to make sure the bibliography matches the specific SBL/CMS guidelines for the various types of entries.

3. The Thesis

3.1 Introduction to the Thesis

The guidelines in this manual provide a general structure for students to follow as they pursue a specific topic. Based on the feedback of their professor, students may want or need to make additions or adjustments to this basic design. Therefore, students should use this guide with the understanding that the final structure of their Thesis may vary somewhat from this general approach.

3.2 Snapshot of the Thesis Structure

There are five main divisions in the biblical/theological studies Thesis:

1. Front Matter
2. Introductory Chapter
3. Content Chapter(s)
4. Conclusion
5. Back Matter

In the Master of Biblical Studies and Master of Theological Studies programs, the first chapter of the Thesis presents a variety of introductory matters. Most Theses in the field of biblical/theological studies will include multiple content chapters following the introduction. The length and number of the content chapters will be based on the details of the topic and will vary considerably from student to student. The final chapter provides the conclusion of the study. The typical biblical/theological studies Thesis will be five to ten chapters long. The final chapter may be followed by some appendices, and the last section of the Thesis will be the bibliography.

3.3 Overview & Composition of the Thesis Proposal

The Thesis Proposal is a document in which the student proposes the topic and research design of the thesis study. The Thesis Proposal describes the research question, outlines a proposed approach to the Thesis, and includes a proposed bibliography based on the reading of the precedent literature. Because the Proposal describes future research, future tense should be used in describing the research design.

The student works with the professor advisor in the process of writing the Proposal, revising it as needed according to the feedback provided by the advisor. Once the Proposal is completed, the student moves on to writing the first two chapters of the Thesis.

The Proposal is comprised of the following sections:

1. A description of the topic

2. A detailed outline of the Thesis

3. A proposed bibliography.

Further details on the content of each section are provided below.

3.3.1 The First Section of the Proposal

In the first section of the Proposal, students create an abstract or precis (pray-see) which describes a research question that has not yet been addressed in the worldwide body of literature. A gap in the existing literature on a given topic must be demonstrated to confirm the need for more study in that specific area and to justify the study as genuine original research. With a confirmed gap in the literature, the student proposes a specific research question for the topic and a strategy for conducting the research. The goal is for the student to write a Thesis that will fill an existing gap and therefore make a significant contribution to the body of literature in the field of biblical/theological studies.

In addition to describing the literature gap, research question, and research strategy, the abstract should include a research purpose or thesis statement, and a brief discussion of the delimitations of the study. Depending on the nature of the topic, a discussion of technical terminology may also be included. The first section of the proposal should also include a potential Thesis title (15 to 17 words maximum). Students will consult with the professor about whether any other components are needed for this section based on their specific topics.

3.3.2 The Second Section of the Proposal

In the second section of the proposal, the student provides a detailed outline of what will be included in each chapter of the Thesis. The general components of a typical Thesis are listed above. Students should refer to this as a basic guide for the structure of their Thesis, consulting with the professor as needed for more specific guidance about how to design the outline for their particular topic.

3.3.3 The Third Section of the Proposal

The third section is the proposed bibliography. The proposed bibliography will include all resources already identified pertinent to the area of study, which the student intends to utilize during the research. The proposed bibliography should be formatted according to bibliography standards as described in 2.2.12 Bibliography.

3.3.4 The Length of the Proposal

The length of the Thesis Proposal will vary from thesis to thesis. The description of the topic and problem will be a minimum of one page. A typical outline will also be one page. The outline should be detailed enough to demonstrate that the student has an appropriate plan for each chapter of the study. The proposed bibliography should include a minimum of twenty of the most key sources on the topic. The proposal does not need to be lengthy, but it must provide enough detail to establish the validity of the research question, confirm the need for the study, and demonstrate the feasibility of the research strategy.

3.4 General Formatting Guidelines for the Thesis

The following section will address the general formatting guidelines for the Thesis. Many of the formatting guidelines match those given for research papers, but some details are different, so please read carefully.

3.4.1 Fonts and Spacing

The font and spacing guidelines are the same for Theses as they are for research papers, with one exception, which is that the Times New Roman font is required. The guidelines are reviewed below.

- Use the Times New Roman font in size 12.
- Use font size 10 for footnotes.
- Font size may be reduced for tables, but it should not be less than size 10.
- Double-space the text in the body of the work.
- Single-space footnotes and block quotations.
- Enter only one bar space to separate one sentence from the next.

3.4.2 Margins, Indents, and Block Quotations

Thesis margins are different than research paper margins. This is to provide extra space on the left side to accommodate the binding of the hard copies of the Thesis.

- Set the left margin of the Thesis at 1 ½".
- The top, right, and bottom of the page has the usual 1" margin.
- Paragraphs in the body of the text are indented a ½".
- The abstract, acknowledgments, dedication, the first page of each chapter, appendices, and bibliography all have a 2" dropped top margin.
- All other pages begin at the 1" top margin. This includes the table of contents, abbreviations list, glossary, list of tables, and list of figures.
- Block quotations are formatted the same way they are in research papers. Indent the block a ½" and left justify the entire block. The text should be single-spaced. Do not enclose the block in quotation marks. Enter the footnote number following the closing punctuation of the quotation.

3.4.3 Widows and Orphans

Use the Widow/Orphan control feature in Word to eliminate widows and orphans, just as you would do in a research paper.

3.4.4 Page Numbers

- Thesis page numbers are formatted the same way as the research papers.
- Use Roman numerals in the front matter, centered at the bottom of the page.
- Use Arabic numerals for the body, centered at the bottom of the first page of each chapter and placed in the top right corner for subsequent pages.
- See further details on pagination in the section about the front matter.

3.4.5 Outline Levels

The outline levels for the Thesis are the same as the research paper.

- Chapter titles are centered in bold text at the 2" dropped margin point.
- 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 Theses will require four levels of subheadings.

- See the section on Content Chapters for the formatting of the first page of each chapter.

3.4.6 Hebrew, Aramaic, Greek, and Other Ancient Languages

The guidelines for the original biblical languages and other ancient languages are the same for Theses as they are for research papers. See section 2.2.9.

3.4.7 Tables and Figures

The general guidelines for designing and labeling Tables and Figures are the same for Theses as they are for research papers (section 2.2.10). However, further information on formatting the List of Tables and List of Figures for the front matter of the Thesis is included in sections 3.5.10 and 3.5.11.

3.4.8 Footnotes

Footnotes are used for the Thesis just as they are for research papers.

- Indent 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.

3.5 Specific Formatting Guidelines for the Thesis Front Matter

The front matter includes a variety of information to orient the reader to the Thesis. The following section describes the formatting details. See Appendix B for visual aid.

3.5.1 The Title Page

The title page includes the title of your work, your seminary, your name, and the date of completion. Format it according to the guidelines below.

- Center the title in all caps. Use the inverted pyramid style if the title is long.

- Enter three line spaces after the title and create a dividing line of 18 bar spaces either by using the underscore key on your keyboard or by inserting a 1 ½" line from the "Shapes" feature in the Insert tab.

- Enter the purpose phrasing over three double-spaced, centered lines:

<div align="center">

In Partial Fulfillment

Of the Requirements for the Degree

Master of Biblical Studies

</div>

- Enter another centered, 18-space or 1 ½" line, three line spaces after the purpose.

- Enter "By" on the next line followed by your name on the line after that.

- On the next line, enter the month and year that the final version of your Thesis was approved.

- The title page is required, but it is not "counted," meaning that it is not included in the total number of pages of your Thesis. It is also not numbered.

3.5.2 The Copyright Page

The copyright page confirms that you are the owner of your work and that you are allowing Western Reformed Seminary to use it. The text of the copyright page is formatted as follows, with your name, the Thesis title, and the year of completion inserted in the appropriate places:

Last Name, First Name Middle Initial. Year. *Thesis Title in Headline Style Here.* Master's Thesis, Western Reformed Seminary.

Copyright © Year. First Name Middle Initial. Last Name.

All Rights Reserved. Western Reformed Seminary has permission to reproduce and disseminate this document in any form by any means for purposes chosen by Western Reformed Seminary, including without limitation, preservation, or instruction.

The copyright page is required but not counted or numbered. The text should be placed near the bottom of the page. See the Thesis Template for a visual of the placement.

3.5.3 The Abstract

The abstract is a brief description of your Thesis. It should capture the main argument and explain the outcome of the research in two to five clear, concise paragraphs. The abstract may be longer than one page, depending on the level of detail necessary to describe your topic.

- The title for this page is centered and dropped 2" like a chapter heading.
- The body of the text is double-spaced and has the same 1 ½" left margin and 1" right margin as the body of the Thesis.
- This page is required, counted, and numbered. As part of the front matter, it is numbered in Roman numerals. Because it is the second counted page but the first numbered page, it will be page ii.

3.5.4 The Acknowledgements Page

On this page, students acknowledge significant people who provided support, input, or assistance at any point in the student's academic journey and in the Thesis writing process. Students may wish to thank mentors, professors, advisors, readers, editors, or any other academic staff or faculty member who helped in some way. This is also a place to thank friends and family members for their support.

- The title for this page is centered, dropped 2", and set at the same margins previously indicated.
- The acknowledgments page is written in double-spaced paragraph style.
- The page is required, counted, and numbered with a Roman numeral.

3.5.5 The Dedication Page

Students may opt to dedicate the finished work to a specific person or people. The work is often dedicated to family members, but it may be dedicated to anyone the student chooses.

- The title for this page is centered, dropped 2", and set at the same margins previously indicated.
- The dedication page is written in double-spaced paragraph style.
- The page is optional. If used, it is counted and numbered with a Roman numeral.

3.5.6 The Table of Contents

The table of contents shows the reader the entire Thesis at a glance. It begins with the front matter, shows the divisions of the chapters through the 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.
- The table of contents is required, counted, and numbered.

3.5.7 The List of Abbreviations

Most biblical/theological studies Theses will have repeated references to proper nouns that are 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 Thesis, you will provide a list of these abbreviations in the front matter. Guidelines for the abbreviations are below.

- 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 parenthesis. 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.
- Do include abbreviations for English versions of the Bible, such as NAS or NIV.
- Do 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.

- This 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 a full writing of the term that is designated by the abbreviation.

This page is required unless the requirement is waived by the advisor. The page is counted and numbered.

3.5.8 The Glossary of Special Terms

Some Theses will include terminology that is not familiar to all readers. If the Thesis includes technical or specialized terms that may not be recognized by the majority of readers, the front matter should include a glossary of terms. Students may consult with their advisors about whether or not to include a glossary.

- This 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.

This page is optional. If used, it is counted and numbered.

3.5.9 The List of Tables

Most biblical/theological studies Theses will include tabular data. Throughout the Thesis, data tables should be numbered and labeled using "Insert Caption" in Microsoft Word to automatically generate information for 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]

- 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.).

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[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 Thesis with many tables.

- Labels for tabular data should be clear and concise.

- Center the title for this page at the 1" margin.

- The table list is automatically generated by Word and is already set up in the Thesis Template. With proper Caption formatting, the list can be updated periodically as students add tabular data to their Theses.

This page is required if tabular data is used in the Thesis. If the page is used, it is counted and numbered.

3.5.10 The List of Figures

Many biblical/theological studies Theses 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.

- 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 Theses with a large number of figures, the chapter plus number system is most appropriate.

- The title for this page is centered with a top margin of 1".

- The figure list is automatically generated by Word and is already set up in the Thesis Template. With proper Caption formatting, the list can be updated periodically as students add tabular data to their Theses.

- This page is required if figures are used in the Thesis. If the page is used, it is counted and numbered.

3.6 The Composition of the Thesis

3.6.1 The Composition of Chapter 1: The Introduction

The first chapter in a biblical/theological studies Thesis is the introduction. The purpose of this chapter is to introduce all the basic elements of the study so that the reader has a solid understanding of the need for the study, the research question, the purpose of the study, and the strategy for the research. The study may be introduced using the categories below. Each category

listed below is accompanied by a question or two to help guide your thoughts about how to describe these issues to your reader.

- Overview of the general topic: What is the subject matter? What are you writing about?
- A brief discussion of the literature gap: In general, what have previous authors highlighted in discussions of this topic?
- Presentation of the specific research question: Having considered the general subject matter and broadly described previous discussions of it, what is your new, specific question about the topic? What are you asking or seeking to discover that has never been asked in precisely this same way before?
- Description of the research purpose: What is the purpose of investigating this issue? What outcome do you expect or hope to have?
- Description of the research strategy (methodology) of the study: How will this research question be answered? What specific research processes will you use to establish the answer to the question?
- Explanation of research assumptions: What are the fundamental building blocks that underlie the research? What beliefs, facts, doctrines, suppositions, or principles are guiding your research process?
- Discussion of terminology, if applicable: What terms are you using in particular ways that the reader needs to know upfront to properly understand your work? What clarification do they need to understand how and why you are using the term this way?
- Discussion of the delimitations of the study: What factors will you exclude to narrow the focus of your study?

Use this list as a starting point as you plan the approach to your introductory chapter. Keep in mind that some introductions may include more or less information than this, depending on the details of the topic. Your professor will help you think through the best way to introduce your subject matter.

3.6.2 The Composition of the Content Chapters

The purpose of the content chapters is to present the research. Here the student describes the data and findings and discusses the analysis of the findings. The length, content, and number

of these chapters will vary according to the Thesis topic. Students will work with their advisors on how to present their content.

3.6.3 The Composition of the Concluding Chapter

The final chapter summarizes the entire study, beginning with a restatement of the research question and purpose and closing with suggestions for further research. Additional components of the final chapter are listed below.

- Restatement of the research question and purpose: This section reminds the reader of the original aim of your Thesis. The research questions and purpose may be restated essentially verbatim from the first chapter.

- Presentation of the final conclusions of the study: Describe the ultimate findings of the study in detail. What new facts were established by this research? What do these new findings tell us that we did not know before?

- Evaluation of the research design: How well did this study meet the purpose for which it was designed? Were the goals of the study achieved, and if so, how were they achieved?

- Discussion of the research implications: What do the findings suggest about the general subject matter which first inspired the research question for this study? How does this research contribute to the field of biblical/theological studies?

- Discussion of the research applications: How can this new information or deeper understanding be applied in the other areas of biblical/theological studies which are related to this subject?

- Suggestions for further research: What else can be learned about this topic? What related questions arose in the process of this study that remain to be answered?

3.6.4 The Composition and Formatting of the Back Matter

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

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 Thesis.

Bibliography
- The title is centered at the 2" dropped top margin.
- Entries begin at the 1 ½" left margin and are indented a ½" on subsequent lines.
- Entries are separated by one line space.
- The content of the entries is formatted according to SBL/CMS guidelines.
- Students may use the References feature in Word or another reference program to keep track of their sources, but the student is ultimately responsible for the accuracy of both the information in the entry and the formatting of the entry.

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 and the Thesis. 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]

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[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 or your advisor 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.com[16] 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.

- 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.

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[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.

- When in doubt about proper usages, 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 Girl[20] and Purdue's Online Writing Lab.[21] Grammarly[22] 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

- Use slang, colloquialisms, or clichés in research writing.[23] For more tips on words to avoid, read this article.[24]

- 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.

- 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.

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[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/.

- 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 missed when you were focusing closely on the paper for an extended period of time.

- 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 own written projects. Failure to credit properly other works will make the student liable to WRS's penalty for plagiarism: the assignment will be recorded as a 0 and must be resubmitted with changes to reflect proper intellectual credit. Other disciplinary action may be taken as well.

Students are responsible to familiarize themselves with WRS's Plagiarism Policy and adhere 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.org[27] is another helpful resource for students with questions about how to present material from secondary sources and avoid accidental plagiarism.

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[27] Plagiarism.org: https://www.plagiarism.org/.

Appendix A: The Research Paper Template

The Title Page

Western Reformed Seminary

―――――――――

CENTER THE TITLE IN ALL CAPITAL LETTERS

DOUBLE-SPACING LONGER TITLES

IN AN INVERTED PYRAMID

―――――――――

A Paper Presented to Dr. Battle

In Partial Fulfillment

Of the Requirements for the Course

912 Biblical Interpretation

―――――――――

By

Your Full Name Here

Month Year

REPEAT PAPER TITLE HERE

Introduction

  This is "Normal" text in the Styles section of Microsoft Word. Use Times New Roman size 12 font or a similar serif or sans-serif font. Set the tab to indent ½" and double space the body of the text. The margins for the paper are 1" all around, but the first page of the paper should have a dropped heading at the 2" mark. Subsequent pages should not be dropped except in papers with chapter style headings to mark new sections of content.

Level 1 Subheading

  Select "Heading 1" in Styles to enter your Level 1 Subheading. If necessary, modify the heading Style to match this selection, which is centered, headline style, bold text in font size 12. Then return to normal text for the body of the paragraph.

Level 2 Subheading

  Select "Heading 2" in Styles to enter your Level 2 Subheading. If necessary, modify the heading Style to match this heading, which is centered, headline style, regular text in font size 12. Then return to normal text for the body of the paragraph.

Level 3 Subheading

  Select "Heading 3" in Styles to enter your Level 3 Subheading. If necessary, modify the heading Style to match this heading, which is left justified, headline style italicized, bold text in font size 12. Then return to normal text for the body of the paragraph. Note that the page number centered at the bottom of the page for the first page of the paper.

Level 4 Subheading

Select "Normal" in Styles to enter your Level 4 Subheading. It is left justified, headline style, regular text. After entering your title, hit the tab button to start your paragraph with a ½" indent and continue writing in "Normal" text for the body of the paragraph. Starting with the second page, the page number is placed in the top right corner.

Footnotes and Bibliography

Footnotes are indented ½" and single spaced with one blank line space between each note. A footnote directing you to the citation guidelines in *The SBL Handbook of Style* is here as an example.[1] The second example is the chapter on footnotes in the *Chicago Manual of Style*.[2] Finally, Kate Turabian's chapter on citations from *A Manual for Writers of Research Papers, Theses, and Dissertations* is included as well.[3] Quoted material of five lines or more is formatted as a left justified block quotation with an indentation of ½". For all formatting issues not addressed in the PhD in Biblical Studies Style Guide, remember to first consult *The SBL Handbook of Style*, followed by the *Chicago Manual of Style* or Kate Turabian's manual.

Please also take note of the bibliography format. The capitalized, centered title begins at the dropped 2" margin. After the title and a double-spaced line entry, the bibliography notes begin at the far left margin. Subsequent lines are indented ½". The entries are single-spaced with one blank line space between each entry. The page number is centered at the bottom of the page. This bibliography was created using the features in the References tab in Word. Minor changes were made manually to match the formatting guidelines for SBL student research papers.

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[1] Society of Biblical Literature, *The SBL Handbook of Style*, ed. Gonzalo Rubio et al., 2nd ed. (Atlanta: SBL Press, 2014), 68-108.

[2] University of Chicago Press, *The Chicago Manual of Style*, 17th ed. (Chicago: The University of Chicago Press, 2017), 741-890.

[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), 149-122.

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Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald, 9th ed. Chicago: The University of Chicago Press, 2018.

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

3

Appendix B: The Thesis Template

The Title Page

INSERT 15 TO 17-WORD TITLE IN ALL CAPS HERE

USING INVERTED PYRAMID STYLE

FOR LONGER TITLES

_____

A Thesis

Presented to

The Faculty of the Department of Old Testament Theology of

Western Reformed Seminary

_____

In Partial Fulfillment

Of the Requirements for the Degree

Master of Biblical Studies

_____

By

Your Full Name Here

Month Year

The Copyright Page

Last Name, First Name Middle Initial. Year. *Thesis Title in Headline Style Here*. Master's Thesis, Western Reformed Seminary.

The Abstract

Abstract

Repeat the Title Here in Headline Style

Enter the text of the abstract here… normal text normal text normal text normal text normal text normal text normal text

Acknowledgements

This page is required. Enter text here… normal text normal text normal text normal text normal text normal text normal text

iii

Dedication

This page is optional. Enter text here if you would like to make a dedication....

normal text normal text normal text normal text normal text normal text normal text

iv

Table of Contents

v

Table of Contents Page 2

Table of Contents Page 3

vii

39

Abbreviations Page

Abbreviations

EX   Example

NT   New Testament

OT   Old Testament

Glossary of Special Terms

Glossary of Special Terms

Optional – Enter terms here if applicable

Term – Meaning

Term – Meaning

Term – Meaning

List of Tables

x

List of Figures

List of Figures

Chapter 1: Introduction

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1.1. Level 1 Subheading

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1.1.1. Level 2 Subheading

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1.1.1.1. Level 3 Subheading

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1.1.1.1. Level 4 Subheading

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1.2. Level 1 Subheading

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1.2.1. Level 2 Subheading

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1

Chapter 3: Content Chapter

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3.1. Level 1 Subheading

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3.1.1. Level 2 Subheading

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3.1.1.1. Level 3 Subheading

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3.1.1.1.1. Level 4 Subheading

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Figure 1

7

45

Chapter 4: Content Chapter

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4.1. Level 1 Subheading

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4.1.1. Level 2 Subheading

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4.1.1.1. Level 3 Subheading

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4.1.1.1.1. Level 4 Subheading

Enter content here... normal text normal text normal text normal text normal text normal text normal text...

Table 2 – Sample Table

Data Heading 1	Data Heading 2	Data Heading 3	Data Heading 4

10

Chapter 5: Conclusion

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5.1. Level 1 Subheading

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5.1.1. Level 2 Subheading

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5.1.1.1. Level 3 Subheading

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5.1.1.1.1. Level 4 Subheading

Enter content here... normal text normal text normal text normal text normal text normal text normal text...

Figure 2

13

47

Appendix A

Appendix A

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16

Appendix B

Appendix B

Enter content here. Leave charts or data lists left justified or indent one half inch if the content is paragraph style material.

Bibliography

Enter content here…

18

Appendix C: Links to External Sources

P. 2 – "Student Supplement to *The SBL Handbook*, Second Edition," updated 2015: https://www.sbl-site.org/assets/pdfs/pubs/SBLHSsupp2015-02.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.

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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Yaghjian, Lucretia B. *Writing Theology Well, A Rhetoric for Theological and Biblical Writers.* New York, NY: The Continuum International Publishing Group, Inc., 2006.