

# DOCTOR OF MISSIOLOGY

## Dissertation Writing Manual

1st edition

Recommendations and Requirements  
for the Mission Department and the  
Doctor of Missiology Program  
of Andrews University

Updated June 2016 by Linda Bauer  
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## Chapter 1

# GENERAL INFORMATION

This manual is intended as a guide in writing the DMiss dissertation. It sets forth **format** requirements that are unique to Andrews University. You must counsel with your adviser concerning any special departmental requirements that may apply. Your dissertation should be prepared in the format specified in this manual and in accordance with those special requirements.

## STYLE VS. FORMAT

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

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

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

## FONTS, PAPER, AND PRINTING

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

All text is double spaced on one side of the paper with block quotes single-spaced. The draft version of the dissertation for your advisers (if they require it for the defense) may be printed on multipurpose paper. If you print a post-defense final copy of the dissertation it should be printed on high-quality, acid-free paper—20# with at least 25 percent cotton rag content—to assure a longer shelf life.

You are required to submit a word and pdf digital copy to the dissertation secretary. Un-link any live URLs and convert these to black text. Convert your electronic file to a pdf, which will embed fonts and preserve graphics at a print-quality resolution.

## THE RESEARCH PROJECT

### Adviser

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

You must also file with the department a statement naming the project adviser. Should a change of adviser or research project become necessary, a new statement must be filed.

### Deadlines

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

## DISSERTATIONS

Please be reminded that:

1. The length restriction on doctoral abstracts has been removed.
2. You are expected to follow the format rules recommended by Andrews University and outlined in this manual.
3. Submit a final (post-defense, revised) *digital* copy of the dissertation to the DMiss program office. Note that your submitted digital file will have an *unsigned* approval page—for security precautions.

Please make arrangements with the DMiss program office for the printing, binding, and mailing of any personal, which are your personal expense.

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

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

research. The dissertation secretary will provide you with the Submission Agreement form; it is also available online at [www.andrews.edu/grad/documents/submission-agreement-form-for-jwl.pdf](http://www.andrews.edu/grad/documents/submission-agreement-form-for-jwl.pdf).

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

## Chapter 2

# CONTENTS OF THE WRITTEN WORK

## ARRANGEMENT OF CONTENTS

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

### ***Abstract***

*Abstract pages are not numbered.*

Blank page	Page is neither counted nor numbered.
Abstract title page	See Exhibit A.
Abstract	See Exhibit B. There is no word-limit restriction.

### ***Preliminary Pages***

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

Title page	A title page must be in the paper. See Exhibit C. This page is usually p. i, but the number does not appear on the page.
Copyright page	This page is neither numbered nor counted. Upon creating your dissertation, copyright privileges now vest immediately—without notice or registration formalities. However, you should include a copyright notice in your dissertation. This signals to readers that you acknowledge your legal rights and that you are the copyright owner. <i>Registration</i> of this copyright with the U.S. Government is optional. However, for American publications, registration is required before you can file an infringement lawsuit. Notice should appear as follows:

© Copyright by Mary M. Lightfoot 2014  
All Rights Reserved

The copyright notice is placed in the middle of the page or near the lower left corner (within the margins). The U.S. Copyright Office offers a wealth of information in its “circulars” and registration forms. Call the forms hotline day or night at 202-707-9100 to request copies. Also check the Copyright Office website at [lcweb.loc.gov/copyright](http://lcweb.loc.gov/copyright).

Approval Page	The approval page is defined by the Doctor of Missiology program. See Exhibit D. This is p. ii, but the number does not appear.
Dedication	Optional. If you make a dedication, keep it brief. It is p. iii.
Table of Contents	The table of contents <i>must</i> reflect the first three levels of subheadings used; it <i>may</i> (but does not need to) include the fourth level. See Exhibit E. Ordinarily the first page of the contents is numbered iii; it is numbered iv when there is a dedication.
List of Illustrations (or Figures)	When two or more illustrations (or figures) are in your text, a list of illustrations is required. See Exhibit F.
List of Tables	When two or more tables appear in your text, include a list of tables. If both the list of tables and the list of illustrations can fit comfortably on one page, this is preferred. See Exhibit F.
List of Abbreviations	A paper that uses abbreviations must have a list of abbreviations. See Exhibit G.
Preface/ Acknowledgments	A preface and/or acknowledgments is optional. See Exhibit H.

### ***Text***

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

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

### ***Appendix and Reference List***

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

Cover sheet(s) or half-title pages	Cover sheets are optional. They can be used to group and/or identify appendix materials. These pages, if used, are counted, but page numbers do <i>not</i> appear on them.
---------------------------------------	--



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

## **THE ABSTRACT**

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

Abstracts for dissertations are not restricted to a certain number of words. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database. Do *not* include in-text references in the Abstract—it must be able to stand alone.

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

### **Abstract Content**

Abstracts that give a report of an empirical study describe:

The Problem     A clear statement of the purpose of the study—in one sentence if possible.

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

Abstracts that review a theoretical or philosophical study include:

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

## PRELIMINARY PAGES

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

### **Title Page**

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

### **Approval Page**

See Exhibit D of this manual for a sample page. You will include the names of your 2nd and 3rd readers.

### **Table of Contents and Lists**

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

When using *Turabian* headline style, capitalize first and last and all words except articles, coordinate conjunctions, prepositions, or "to" as part of an infinitive.

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

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

When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation. The abbreviations (usually in capitals) appear in the left-hand column, with the source

they stand for in the right-hand column. Publishing information is not included in the list of abbreviations; however, on rare occasions the name of the author(s) or editor(s) may be included. See Exhibit G.

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

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

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

## **MAIN BODY OF TEXT**

### **Chapters**

Chapter numbers should be written in arabic numerals.

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

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

1. Tables are numbered consecutively throughout the text and appendix with arabic numerals. Table titles should be presented in accordance with the DMiss manual (see also Turabian, chap. 8).

2. Double, line and a half, or single spacing may be used in creating visually appealing tables but they must fall within the required margin limits. If tables are smaller than the width of the page they should be centered within the right and left margins.

3. A table or figure that takes up a half page or more should be centered on a separate page. It can then be inserted into your paper immediately after its first introduction.

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

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

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

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

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

9. A caption for a figure starts at the left-hand margin and is written in sentence style. If the illustration fills the page so completely that there is no room for the caption, the caption is placed at the top of the next text page written as follows: *Next page:* Figure 10. Christians residing . . .

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

Turabian-style table

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

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

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

Turabian-style figure

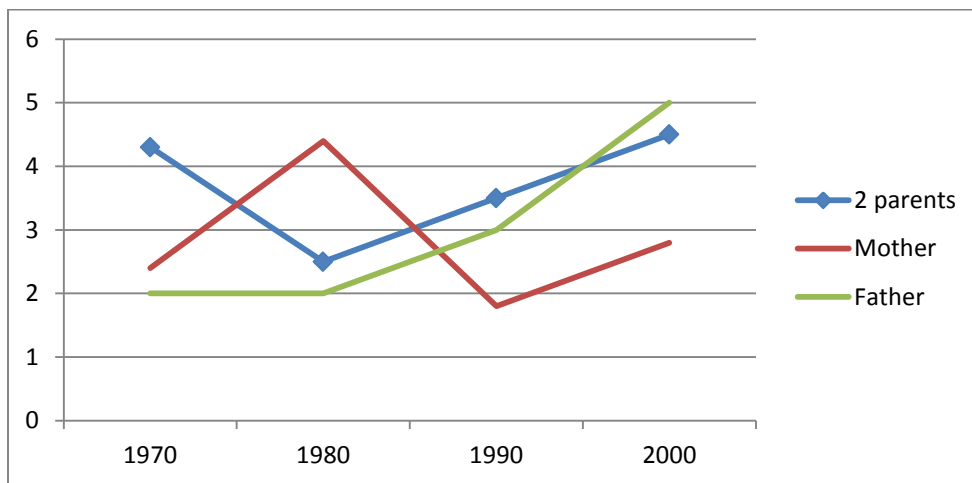


Figure 1. Changes in family structure, 1970-2000. Data taken from Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (2013, 86).

## Rules for Subheads

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

1. The most important subheadings, called first-level subheadings, are centered and placed in boldface.
2. Second-level subheadings are centered and in text type; they are not in boldface.
3. The third level begins at the left margin and is in boldface.
4. The first three levels of subheads are written in *headline style*. That is, when using Turabian, all words have initial caps except coordinate conjunctions, articles, prepositions, and “to” when used as part of an infinitive. The last two levels (levels 4 and 5) of subheads appear in *sentence style* (only first word and proper nouns with initial capital).
5. Fourth-level subheadings begin at the left-hand margin and are in text type.
6. Fifth-level subheadings are *indented* and run into the paragraph; they are in bold type and end with a period.
7. Centered subheads (and titles) may not exceed 4¾ inches and are arranged in inverted-pyramid style.
8. Margin subheads may not extend beyond the middle of the page. The left side is flush with the left margin; the right is arranged in inverted-pyramid style.
9. Words in titles and subheads may not be hyphenated at the end of a line; neither does punctuation appear at the end of a line (except level 5, which ends with a period).
10. A triple space (skip 2 single lines) appears before subheads. See Exhibit O.
11. A double space (skip 1 single line) appears after subheads. See Exhibit O.
12. A subhead cannot be the last line on a page. At least one line of text, preferably two, must appear after the subhead.
13. Subheads act as the outline to your paper. *There must be at least two subheads at any given level*. To divide one section into “A” but not “B” indicates that the divisions might not be logically structured or that A and B should be merged.

Sample subheads:

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

(Level 1, centered, bold, title case)

Experimental Programs in Religion

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

**Student-Teacher Cooperation  
in Syllabus Development**

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

Importance of student input

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

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

(Level 5, indented, bold, sentence case)

**Summaries, Conclusions, and Recommendations**

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

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

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

**STUDENT-PREPARED QUESTIONNAIRES**

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

1. Each question/statement must be in the same tense and in parallel grammatical construction.
2. Spelling, grammar, and punctuation must be corrected before the instrument is used.

3. Rules governing margins, spacing, etc., of the dissertation proper should be followed in the preparation of the questionnaire.

## APPENDIX AND REFERENCE PAGES

### Appendix

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

APPENDIX A

APPENDIX B

APPENDIX C

LETTERS

QUESTIONNAIRES

RAW DATA

### Glossary

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

### Reference List

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

The style for writing reference entries follows the recommendations of the DMiss department. There may be a time when a particular topic lends itself to an alternate style. It is very important to establish very early in your writing the style you are going to use. Modified styles presented in this manual take precedence over those presented in other style manuals.

### Vita

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

## Chapter 3

# THE MECHANICS OF PREPARATION

### MARGINS

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

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

### PAGE NUMBERS

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

### SPACING

#### General Rules

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

There is one space after the punctuation at the end of a sentence.

Paragraphs are indented one-half inch, and block quotations are indented one-quarter inch. A block quotation is a direct quote of five or more lines.

Runover lines of the reference list entries are indented one-half inch.

Use a ragged right margin rather than a justified margin.

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



## Specific Spacing Rules

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

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

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

Triple spacing is used

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

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

Double spacing is used

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

### *Single space*

Single spacing is used

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

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

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

### *Spacing after punctuation*

1. One space follows commas (including Bible texts and page numbers), semicolons, and colons used in the text and references. One space follows periods used with initials of personal names.
2. One space follows end-sentence punctuation and only one space after periods in references.

3. No spaces appear
  - a. after periods of abbreviations (except for personal names)
  - b. between chapter and verse in Scripture references
  - c. between hour and minutes in time
  - d. between volume and pages in a book reference (but not between year and pages in a journal)
  - e. between components of a ratio
  - f. before and after hyphens or dashes.

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

### **WORD DIVISION**

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

### **ITALICS**

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

## Chapter 4

# ADDITIONAL SUGGESTIONS FOR WRITING FORMAL PAPERS

### FORMAL ACADEMIC WRITING

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

### FOREIGN LANGUAGE IN TEXT

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

### WHO ARE “WE”?

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

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

### KEEP THE HISTORICAL PERSPECTIVE

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

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

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

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

## SUGGESTIONS FOR USE OF VERB TENSE

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

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

### Examples

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

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

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

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

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



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

### **Demeaning Women**

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

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

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

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

### **Gender-Role Stereotyping**

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

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

- Jobs and roles should not be stereotyped.

**Example**

The elementary teacher . . . she . . .

The principal . . . he . . .

A nurse . . . she . . .

Have your mother send a lunch  
with you.

**Alternative**

Elementary teachers . . . they . . .

Principals . . . they . . .

Nurses . . . they . . .

Ask your parents to send a lunch with you.

## Research

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

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

## PLAGIARISM

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

### AU Statement on Academic Integrity

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

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

- Falsifying official documents
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University)

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

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

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



## Chapter 5

# STYLE OF REFERENCES FOR TURABIAN PARENTHETICAL

The style of references recommended by the Doctor of Missiology program is designated as the *author-date parenthetical style* in Turabian's *Manual for Writers* (8th ed., 18.1). Specific recommendations for certain types of entries used primarily in papers using Turabian appear in this chapter and in the appendix.

### GENERAL

1. References to E. G. White's books should follow the same guidelines as other works. Abbreviations familiar to Seventh-day Adventists may be used in the text only when the research deals specifically with White's writings. In such a case, a list of abbreviations must be included in the preliminary pages and the date of the writing (as well as the date of the edition quoted—if there is a difference) should be indicated.
2. There are times that you may want to add additional information that would interfere with the flow of your argumentation. At that time you can use a footnote. Number notes consecutively, restarting each chapter with number 1. Begin every footnote on the page on which you reference it. Footnotes may be presented in a typeface smaller than the text, but never in a typeface smaller than 10 points. Follow the same indentation as for the paragraph. Begin a new paragraph on the next line with the same paragraph indent. If you give reference to an author in the footnote it should be written the same as how it would be written in the text, parenthetical author-date style.
3. In the *first* mention of an author in the text, the author's name should appear as given on the title page of the work cited. However, should the title page carry the author's surname only, the first initial should be supplied from some other source if at all possible. In the parenthetical citation give only the last name of the author.
4. Turabian (23.2.4) gives a detailed table for using continued or inclusive page numbers in references. You may use this system or you may write out all numbers; whichever system you use, follow it consistently throughout the paper.
5. References for journal articles should follow Turabian 19.2. The *month* or *season* designation may be omitted, leaving only the year date, *unless* each issue starts pagination at page 1. However, it may be a courtesy to your reader to leave in the month or season to facilitate his/her research. If the volume year spans two or more calendar years, the years should be hyphenated and *only one space* follows the colon before the page number—i.e., *JSOT* 1 (1978-79): 34. Turabian (19.2) also provides helpful information regarding online journals.
6. When a reprint edition is used, imprint information as the original source may be limited to whatever information is available in the reprinted edition itself (usually appearing on the front or back of the title page). Paperback editions may be referenced with whatever information is available in the specific

paperback edition itself. In both cases, however, students must realize that in certain papers which deal with historical sequence or with systematic thought development of a particular author—or where the date of a reprint might mislead the reader—it is very important to include original publication dates. Seek your adviser's counsel in this matter.

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

8. References to ancient and medieval works (such as classical, patristic, and rabbinic sources) should use arabic numbers (as recommended in Turabian 19.5.1). Note that no spaces occur between periods and numerals, but spaces do follow commas and semicolons. These works may be cited only in the text (and not the reference list) if differences in translations are not relevant.

9. It is best to introduce a vertical list by a complete sentence followed by a colon. Periods are omitted at the ends of items unless the items are complete sentences. If the numbered sentences are very long then it would be better to set the list in regular text style as numbered paragraphs with only the first line indented. A run-in list is where divisions are marked by parentheses: (1) or (a). The items are separated by commas unless any of the items have a comma then a semi-colon would be used before the parentheses, with a period at the end of the complete list.

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

11. When Bible references are used, indicate after the first entry the version you will be using. If you use various versions always indicate the version after the text as follows: Luke 4:1 (RSV); Mark 1:10 (Moffatt). You can state in a footnote after the first reference the version you are using throughout the paper.

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

13. *Electronic media*: In order to provide a useful reference to an electronic source, direct your reader to the information being cited, not the home page or menu pages. Make sure your URL address works. Test the URLs on a frequent basis, and especially before submitting your final document. Retain copies of your downloaded material until the paper or dissertation has been successfully defended. See Turabian 19.7 for citing from websites, blogs, and social networks.

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

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

## ABBREVIATIONS

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

1. Turabian 24.3.1 gives the official two-letter US Postal Service abbreviations for states and territories to be used in the reference list. \

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

3. The abbreviations “f.” or “ff.” are not to be used for pages in books or an article. (If scattered information occurs, cite the exact *page references* and add “passim.”) These abbreviations “f.” or “ff.” may occasionally be used in connection with verses or with lines of a text; but, if possible, the specific verses and specific lines should be indicated. Turabian 24.7 has a list of abbreviations that can be used in citations and that should be confined to parentheses: (i.e.; e.g.; etc.)

4. Scripture references that include chapter and chapter and verse are to be abbreviated. Scripture abbreviations are not followed by a period. (Matt 6: 17, 18). If using the scripture reference as the first word of a sentence write out the name of the book.

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

6. Abbreviations of theological sources may be used, but only when a list of abbreviations is included in the paper and with prior consent of the dissertation adviser. First time use of any source should be written out with the abbreviation written directly afterwards in parentheses.

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

### Biblical Book Abbreviations

Use the biblical book abbreviations recommended in the *Seminary Style Guide*. They are written with no periods.

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

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

## Chapter 6

# SPECIFIC CONCERNS FOR USING IN-TEXT REFERENCES

### PARENTHETICAL IN-TEXT

References are given in text and not as a footnote. Complete information appears only in the reference list. In the text, only the essential portion of the reference is given (i.e., the surname of the author(s), date of publication, and the page(s) of the reference). Turabian's *Manual* (latest edition) recommends an author-date style for in-text references. These are referred to as parenthetical references by Turabian and designated as P in the sample pages. The Turabian-style entries labeled R in her manual are to be used for the reference list.

#### Citing One Author

- In 1985, Smith studied . . .  
or  
Smith (1985) studied . . .  
or  
A recent study (Smith 1985) indicates that . . .  
or  
The results of the experiment (Smith 1985, 73-75) . . .  
or  
Smith (1985, chap. 5) gives a summary . . .

#### Citing Two Authors

- Smith and Johnson (1986) found . . .  
or  
A recent study (Smith and Johnson 1986) found . . .

Note that when Smith and Johnson appear in the text, the word *and* is written out. The ampersand (&) is not used in Turabian.

#### Citing More Than Two Authors

##### *First citation*

- Smith, Johnson, and Brown (1985) found . . .  
or  
(Smith, Johnson, and Brown 1986) found . . .

##### *Subsequent citations*

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

Note that et al. is only used when there are four or more authors. For the first entry all author's names are written.

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

#### *Same author*

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

#### *Different authors*

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

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

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

Smith (1984a) has pointed out that . . .

or

Several studies (Brown 1980; Smith 1985a, 1985b, in press) indicate that . . .

### **No Author Given**

Current information (*Education Handbook* 1987) shows . . .

Recent studies in this area (“Six Studies on Learning” 1975) seem to show . . .

### **Corporate Author**

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

In the reference list this would be spelled out as National Institutes of Mental Health.

Other examples would be: (GC 1975, 1-5) (NEA 1979).

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

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

### **Personal Communication**

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

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

### **Electronic Media**

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

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

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

### **Multivolume Works**

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

### **Secondary Source**

Brown (quoted in Smith 1985) stated that. . .

or

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

Note: In the reference list, give a full citation for the whole book (Smith) and a shortened citation when giving a full citation for each of the edited chapters.

### **Translated, Reprinted, or Republished Works** (Freud [1933] 1974)

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

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

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

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

## **REFERENCING QUOTATIONS**

Three types of quotations may be used in a paper: direct quotations, indirect quotations, and block quotations. Direct quotations, which include block quotations, *always* include a page-number reference. When paraphrasing or referring to another's idea, provide a page or paragraph number as a courtesy to your reader. (See Turabian, 18.3.1.)

### **Direct Quotation**

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

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

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

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

### **Indirect Quotation**

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

### **Block Quotation**

A direct quotation of *five or more lines* should be treated as a block quotation.

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

Smith (1985) stated:

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

## MAKING THE REFERENCE LIST

The *Turabian Manual for Writers of Research Papers* recommends a reference list, where each source *actually used* in the paper must be included in the list. The list can also include others you consulted but did not cite (Turabian 18.2).

### Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.
2. Runover lines in references are indented by the regular default.
3. Entries are single spaced. A double space is used between entries.
4. One entry should *not* be split between two pages.
5. When an author has several works, each entry after the first replaces the name with an eight-space line called a 3-em dash (Turabian 21.7.3).
6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c, etc. (Turabian 18.2.1.1). For instance:

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

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

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

7. For the publisher's name, use a "shortened" form. For instance: Sage; Jossey-Bass; Macmillan. Do not include "Publishing Company," "Inc.," or "Ltd." However, the word "Press" is retained, such as, Pacific Press.

8. Quotation marks are used for article titles in magazines/journals/dissertations/chapters/lectures.

9. For books, brochures, and other non-periodical publications, provide the city *and state* of publication, followed by the publisher. Use the official two-letter U.S. Postal Service abbreviations for states, with no periods (Turabian 24.3.1). For instance:

Reading, MA: Addison-Wesley.

Garden State, NY: Doubleday.

New York: McGraw Hill.

If the city is well known the abbreviation for the state does not need to be included, for example, Chicago, New York, San Francisco, or if the state is listed in the publisher. If only the publisher is listed on the title page try to identify the city and state through an Internet search for that publisher.

10. Titles of books are presented in a *heading style*, except for articles and prepositions, and *italicized*. The first word after a colon is also capitalized. For instance:

*From Program to Practice: A Guide to Beginning Your New Career.*

11. The titles of magazines and journals are presented in same way as books and are italicized. The titles of the articles in the magazine or journal written in headline style, not italicized but are placed inside quotation marks. The first word after a colon or em-dash is capitalized. The magazine or journal title

is followed by the volume number, comma, issue number, month or season in parentheses, and then page numbers. For instance:

Allen, W. H. 1984. "Learning Teams and Low Achievers." *Social Education* 48, no. 1 (March): 60-64.

Astin, A. W. 1987. "Change." *Competition or Cooperation* 19, no. 5 (Spring): 12-19.

### **Electronic Media**

The variety of material available via the Internet can present challenges for providing useful references. At a minimum, however, a reference for an Internet source should provide a document title or description, date and/or date of retrieval, and an URL address. *Whenever possible, identify the authors of a document as well.* See 19.1.10-19.4.2 of Turabian's *Manual for Writers* for excellent guidelines for references to Internet sources. Observe the following two guidelines:

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.
2. Provide URL addresses that work. Test the URLs in your reference list on a regular basis—especially for the final document submitted for publication. If the URL does not work, your reader will not be able to access the material you cited. Make sure the URL has been transcribed and typed correctly—even to the dots and spaces. Always retain copies of downloaded material until your paper or dissertation has been approved.

Examples of reference list entries are provided in the appendix of this manual.



## Chapter 7

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

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

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

[3"]

ABSTRACT

[4"]

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

[6"]

by

Mary Jane White

Adviser: Robert Williamson

[7"]

**[Exhibit B: Sample abstract]**

[2"] ABSTRACT OF GRADUATE STUDENT RESEARCH  
[double space—skip 1 line]

Dissertation

[triple space—skip 2 lines]

Andrews University

[double space—skip 1 line]

Seventh-day Adventist Theological Seminary

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

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

Name of researcher: Marjorie Elizabeth Wood

Name and degree of faculty adviser: John J. Doe, PhD

Date completed: June 2014

[triple space—skip 2 lines]

Problem

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

Method

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

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

## Results

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

## Conclusions

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

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

[2.5"]

Andrews University  
Seventh-day Adventist Theological Seminary

[4.5"]

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

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

[6"]

A Dissertation  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Missiology

[8.5"]

by  
Mary Jane White  
June 2012

[Exhibit D: Approval page—DMiss]

[2"]

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

[3.5"]

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

[5"]

by  
Edward C. Johnston

APPROVAL BY THE COMMITTEE:

[6.5"]

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

\_\_\_\_\_  
Director, DMiss Program  
Wagner Kuhn

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

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

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

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

**[Exhibit E: Form for Tables of Contents]**

[2"]

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

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

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

Chapter

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

Appendix

A. LETTERS ..... 199  
B. QUESTIONNAIRES ..... 212  
REFERENCE LIST ..... 203  
VITA ..... 233

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

*Making a Table of Contents in Word:*

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

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

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

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



[Exhibit F: Lists are shown in Turabian style. Read each line below for further instructions.]

[2"]

LIST OF ILLUSTRATIONS

[triple space—skip 2 lines]

1.	Captions Here Should Agree with Those under Illustrations .....	27
2.	When Captions Are Long Enough to Use Two or More Lines, the Second Line Is Indented.....	36
3.	Exceptionally Long Captions May Be Shortened.....	51
4.	Captions Here in the List Are Written in Headline Style.....	66
5.	Captions under Illustrations Are Written in Sentence Style.....	75
6.	Explanatory Statements under Illustrations Are Not Included in the List of Illustrations .....	80

LIST OF TABLES

[triple space—skip 2 lines]

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

**[Exhibit G: Sample List of Abbreviations**

**LIST OF ABBREVIATIONS**

[triple space—skip 2 lines]

AB	Anchor Bible
AH	<i>Advent Herald</i>
AUSS	<i>Andrews University Seminary Studies</i>
CNT	Commentaire du Nouveau Testament
EMQ	<i>Evangelical Mission Quarterly</i>
IBMR	<i>International Bulletin of Mission Research, International Bulletin of Missionary Research</i>
ICC	International Critical Commentary
IJFM	<i>International Journal of Frontier Missiology</i>
IDB	<i>The Interpreter's Dictionary of the Bible.</i>
JSOT	<i>Journal for the Study of the Old Testament</i>
JAMS	<i>Journal of Adventist Mission Studies</i>
NICNT	New International Commentary on the New Testament
RH	<i>Advent Review and Sabbath Herald, Advent Review, Second Advent Review, Adventist Herald, Adventist Review</i>
TDNT	<i>Theological Dictionary of the New Testament.</i>
UBS	United Bible Societies

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

## PREFACE

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

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

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

CHAPTER 1

[2" from top]  
[triple space]

[left margin 1½"]

THE USE OF SCIENCE IN THEOLOGY: INTRODUCTION  
AND HISTORICAL BACKGROUND

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

[Heading]

**Introduction**

[Level 1  
subheading]

The Limits of Science

[Level 2  
subheading]

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

[right margin  
1", not justified]

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

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

For both science and religion . . . the question of the relation of each to reality, of the truth each holds, is crucial—for both essentially represent a relation to reality that is cognitive or believed to be so. And thus, because science and religion are mutually interdependent, the issues of the truth of science and the truth of religion and of the relations between these sorts of truth represent fundamental concerns for each. (Gilkey 1989, 11)

[space after  
each ellipsis  
point]

[Level 3  
subheading]

**The Nature of Theology**

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

## APPENDIX A

### TURABIAN PARENTHETICAL AUTHOR-DATE ENTRIES

#### AND REFERENCE LIST SAMPLES

(for papers written for the Doctor of Missiology)

In the samples shown below, titles of commentaries, encyclopedias, dictionaries, journals, and magazines are shown written out, shortened, or abbreviated. All forms are permissible, but whichever form is chosen should be used consistently and with the approval of adviser and committee. Author-date citations are to be placed immediately after the quotation in parentheses. Reference list entries start flush left. Runover lines line up under the sixth space or according to default indent. An entry should never be split between two pages.

**“P” indicates parenthetical entry. “R” indicates reference list entry.**

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

The Mission Department is deeply indebted to Shawna Vyhmeister, editor of *Adventist University of Africa Standards for Written Work* (Ongata-Rongai, Kenya: Adventist University of Africa, 2013) for being willing to share most of the sample entries for commentaries, dictionaries, lexicons, and Adventist material from her manual.

#### *Books*

##### **Book—one author (see Turabian 19.1.1)**

P (Allchin 1979, 46)

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

##### **Book—more than one author (see Turabian 19.1.1)**

P (M. Lyon, B. Lyon, and Lucas 1983, 42)

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

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

P (Tillich 1951-63, 1:9)

R Tillich, Paul. 1951-63. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press.

Note: If date is of special concern, include the date of the specific volume cited.

**Book—in a series (see Turabian 19.1.5)**

P (Clapp 1964, 92)

R Clapp, Verner W. 1964. *The Future of the Research Library*. Phineas W. Windsor Series in Librarianship 8. Urbana: University of Illinois Press.

**Book—a chapter in an edited book written by another (see Turabian 19.1.9)**

P (Shipley 1964, 1:12)

R Shipley, D. A. 1964. "The European Heritage." In *The History of American Methodism*, edited by E. S. Bucke, 1:9-42. New York: Abingdon, 1964.

Note: The page numbers of the chapter are from the beginning to the end of the chapter, not just the page that was referenced in the text.

**Book—one source quoted in another (see Turabian 19.10)**

P (Pinnock 1967, 45)

R Pinnock, Clark H. 1967. *A Defense of Biblical Infallibility*. Philadelphia, PA: Presbyterian & Reformed. Quoted in Avery Dulles, *Models of Revelation*. Garden City, NY: Doubleday, 1983.

**Multivolume works—with specific volume and general title (see Turabian 19.1.4.1)**

P (Carrington 1957, 2:109-111)

R Carrington, Philip. 1957. *The Second Christian Century*. Vol. 2, *The Early Christian Church*. Cambridge, UK: University Press.

**Early Christian, classical, and medieval works (see Turabian 19.5.1)**

P (Irenaeus n.d., 1:361)

(Josephus n.d., 2:435)

P (Chrysostom n.d., 48, col. 656)

R Irenaeus *Against Heresies*. n.d. Translated by Alexander Roberts and W. H. Rambaut. The Ante-Nicene Fathers. Grand Rapids, MI: Eerdmans. 1:315-567.

R Josephus *Jewish War*. 1990. Translated by H. St. J. Thackeray. Loeb Classical Library. Cambridge, MA: Harvard University Press.

R Chrysostom, John. 1862. *The Priesthood, Patrologia Graeca*. Edited by Jean Paul Migne. Paris: Apud Garnier Fratres. Vol. 48, cols. 623-692.

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

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

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

P (Campbell 1975, 27)

R Campbell, Edwin R., Jr. 1975. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday.

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

Black's New Testament Commentaries

The Century Bible

A Commentary, Critical, Experimental and Practical on the Old and New Testaments

The Communicator's Commentary

Good News Studies

The Laymen's Bible Commentary

Living Word Commentary

The New American Commentary

New Testament Message

Old Testament Message

The Preacher's Complete Homiletic Commentary

Sacra Pagina

Tyndale New Testament Commentaries

Tyndale Old Testament Commentaries

Word Biblical Commentary

### **Commentaries in unnumbered series**

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

P (Bruce 1988, 65)

R Bruce, F. F. 1988. *The Book of the Acts*. New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans.

#### **New citation for same work with different author:**

P (Mounce 1988, 85)

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

Bible Study Commentary

Biblical Commentary on the Old Testament

Cambridge Bible Commentary

Commentary on the Old Testament

Daily Study Bible

Everyman's Bible Commentary

Exegetical Commentary

Harper's New Testament Commentaries

Hermeneia

International Commentary on the Old Testament

International Critical Commentary

Interpretation  
 Moffatt New Testament Commentary  
 New Century Bible  
 New International Commentary on the Old Testament  
 New International Greek Testament Commentary  
 New Testament Commentary (Hendriksen)  
 Old Testament Library  
 Torch Bible Commentary  
 Westminster Commentary

### Commentaries with known author

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

P (Wright 1954, 2:332)

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

New citation for same work with different author but change year if different:

P (Rist 1954, 12:346)

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

*The Abingdon Bible Commentary*  
*Bible Knowledge Commentary*  
*The Biblical Illustrator*  
*The Broadman Bible Commentary*  
*The Eerdmans Bible Commentary*  
*The Expositor's Bible Commentary*  
*The Expositor's Greek Testament*  
*The Evangelical Commentary on the Bible*  
*Harper's Bible Commentary*  
*The International Bible Commentary with the New International Version*  
*The Interpreter's One-Volume Commentary on the Bible*  
*The Jerome Biblical Commentary*  
*The New Bible Commentary*  
*A New Catholic Commentary on Holy Scripture*  
*The New Jerome Biblical Commentary*  
*Peake's Commentary on the Bible*  
*The Pulpit Commentary*  
*The Speaker's Bible*  
*The Wesleyan Bible Commentary*

### Commentaries with a single author

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

P (Henry [1935], 5:73)

R Henry, Matthew. [1935]. *Matthew Henry's Commentary on the Whole Bible*.  
 Vol. 5, *Matthew to John*. New York: Fleming H. Revell.



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

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

**Seventh-day Adventist Bible Commentary**

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

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

**Bible dictionaries with signed articles**

Each separate author entry must have a bibliography entry.

- P (Jenni, s.v. "Day of the Lord," 1962, 1:784)
- (Marks, s.v. "Flood (Genesis)," 1962, 2:279)
- (Bultmann, s.v. "Aidōs," 1964-1976, 1:169)
- R Marks, J. H. 1962. "Flood (Genesis)." *The Interpreter's Dictionary of the Bible*. Edited by G. A. Buttrick. Nashville: Abingdon. 2:278-284.

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

*The Anchor Bible Dictionary*  
*Concise Dictionary of Christian Ethics*  
*Concise Dictionary of the Christian World Mission*  
*Dictionary of the Apostolic Church*  
*A Dictionary of the Bible* (Smith)  
*Dictionary of the Bible* (Hastings)  
*Dictionary of Biblical Theology*  
*A Dictionary of Christian Antiquities*  
*A Dictionary of Christian Biography*  
*A Dictionary of Christian Theology*  
*Dictionary of Christianity in America*  
*A Dictionary of Pastoral Care*

*Dictionary of Pastoral Care and Counseling*  
*Evangelical Dictionary of Theology*  
*Exegetical Dictionary of the New Testament*  
*An Expository Dictionary of New Testament Words*  
*Harper's Bible Dictionary*  
*Holman Bible Dictionary*  
*The Illustrated Bible Dictionary*  
*The New Bible Dictionary*  
*A New Dictionary of Christian Ethics*  
*A New Dictionary of Christian Theology*  
*New Dictionary of Theology*  
*The New Dictionary of Theology*  
*The New International Dictionary of the Bible*  
*The New International Dictionary of the Christian Church*  
*New Unger's Bible Dictionary*  
*The Oxford Companion to the Bible*  
*Theological Dictionary of the Old Testament*  
*A Theological Wordbook of the Bible*  
*Theological Wordbook of the Old Testament*  
*The Westminster Dictionary of Christian Ethics*

P (Horn 1979, s.v. "angel")

P (Myers 1987, s.v. "hyssop")

R Horn, Siegfried H. 1979. *Seventh-day Adventist Bible Dictionary*. Rev. ed. Washington, DC: Review & Herald.

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

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

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

**General dictionaries**

Editors are not given for general language dictionaries. Citation entry includes title, edition/date, and s.v. "entry" (*sub verbo* = "under the word"). Language dictionaries do not appear in the reference list. Turabian 19.5.3

P (*Merriam-Webster's Collegiate Dictionary*, 10th ed., s.v. "laity")

P (*Webster's Third New International Dictionary of the English Language Unabridged*, 1993, s.v. "theodicy")

## Greek and Hebrew lexicons

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

P (Bauer 1979, s.v. "kosmeō")

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

P (Bauer, BAGD, s.v. "kosmeō")

P (Bauer, BAGD, s.v. "stauros")

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

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

P (Brown, Driver, and Briggs 1952, s.v. "raq")

P (Brown, Driver, and Briggs 1952, s.v. "melek")

R Brown, Francis, with S. R. Driver and Charles A. Briggs. 1952. *A Hebrew and English Lexicon of the Old Testament with an Appendix Containing the Biblical Aramaic*. Based on the lexicon of William Gesenius. Oxford, UK: Clarendon.

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

*The Analytical Greek Lexicon* (Bagster, Moulton)

*A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Holladay)

*A Greek-English Lexicon* (Liddell, Scott)

*Greek-English Lexicon of the New Testament* (Thayer)

*Greek-English Lexicon of the New Testament Based on Semantic Domains* (Louw, Nida)

*A Manual Greek Lexicon of the New Testament* (Abbott-Smith)

*The New Analytical Greek Lexicon* (Pershbacher)

## Concordances

Concordances follow the same pattern as unsigned dictionaries and lexicons.

P (Young, 22nd ed., s.v. "prince")

P (Young, 22nd ed., s.v. "kingdom")

R Young, Robert. n.d. *Analytical Concordance to the Bible*. 22nd American ed. Grand Rapids, MI: Eerdmans.

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

*Analytical Concordance of the Greek New Testament* (Clapp, Friberg, Friberg)

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

## ***Encyclopedias***

### **Encyclopedias with signed articles**

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

P (Spina, 1979-1988, s.v. "Rahab," 4:33)

P (Vos, s.v. "Kaiwan," 3:2)

R Spina, Frank A. 1979-1980. "Rahab." *The International Standard Bible Encyclopedia*. Rev. and reset ed. Grand Rapids, MI: Eerdmans. 4:33-34.

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

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

### **Encyclopedias with unsigned articles**

P (*Seventh-day Adventist Encyclopedia* 1976 ed., s.v. "Kingsway College")

R *Seventh-day Adventist Encyclopedia*. 1976. Rev. ed. Washington, DC: Review & Herald.

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

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

## ***Periodicals***

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

P (Ferch 1977, 135)

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

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

### **Magazines (see Turabian 19.3)**

P (Geraty 1974, 20)

R Geraty, Lawrence T. 1974 "The Excavations at Biblical Heshbon." *Ministry*, February, 20-23.

### **Article—reprinted see Turabian 19.1.4.2**

P White [1887] 1911, 561)

R White, Ellen G. [1887] 1911. "Christ Man's Example." *Review and Herald*, 4 September, 561-562.

### **Article—no title, author supplied**

P ([A. T. Jones?] editorial, 1899, 572)

R [Jones, A. T.?] Editorial. 1899. *Review and Herald*, 5 September, 572.

## ***Adventist Materials***

### **Denominational minutes**

P (General Conference of Seventh-day Adventists [GC] 1970, 22)

After the first citation you can use just GC for the author position, but not in the reference list.

R General Conference of Seventh-day Adventists. 1970. "Minutes of Meetings of the General Conference Committee." Washington, DC: General Conference of Seventh-day Adventists, 8-15 January.

### **Unpublished manuscript collections (see Turabian 19.6.4)**

P (Weeks 1966)

R Weeks, Howard B. 1966. Notes on J. L. Shuler. Howard B. Weeks Collection. Adventist Heritage Center, James White Library, Andrews University, Berrien Springs, MI.

### **SDA Yearbook**

- P (General Conference of Seventh-day Adventists 1995, 112)
- R General Conference of Seventh-day Adventists, Office of Archives and Statistics. 1995. *Seventh-day Adventist Yearbook 1995*. Silver Spring, MD: General Conference of Seventh-day Adventists.

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

- P (White 1905)
- (White 1902)
- R White, Ellen G. 1905. Letter to Dr. Patience Bourdeau, 8 June. Letter 177. Center for Adventist Research. Andrews University, Berrien Springs, MI.
- White, Ellen G. 1902. MS 154. Center for Adventist Research. Andrews University, Berrien Springs, MI.

### **SDA Church Manual**

- P (General Conference of Seventh-day Adventists 1990, 23)
- R General Conference of Seventh-day Adventists. 1990. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists.

### **Minister's Manual**

- P (General Conference of Seventh-day Adventists 1992, 48)
- R General Conference of Seventh-day Adventists, Ministerial Association. 1994. *Seventh-day Adventist Minister's Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists.

### **GC Working Policy**

- P (General Conference of Seventh-day Adventists 1992-1993, 136)
- R General Conference of Seventh-day Adventists. 1992-1993 ed. *Working Policy of the General Conference of Seventh-day Adventists*. Hagerstown, MD: Review & Herald.

### **Statistical Reports**

- P (General Conference of Seventh-day Adventists 1992, 16)
- R General Conference of Seventh-day Adventists, Office of Archives and Statistics. 1992. *Annual Statistical Reports*. Silver Spring, MD: General Conference of Seventh-day Adventists.

## *Unpublished Academic Sources*

### **Dissertations and theses (see Turabian 19.6.1)**

P (Ferch 1979, 155)

R Ferch, Arthur J. 1979. "The Apocalyptic 'Son of Man' in Daniel 7." ThD diss., Andrews University.

To cite a dissertation consulted in an online database:

P (Murphy 2000, 211)

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

### **Syllabi, course outlines, or class handouts**

P (Vyhmeister 2009, 2)

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

### **Student class notes**

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

P (Moon 2013)

R Moon, Jerry. 2013. Class notes for CHIS501 Church History I. Andrews University, Berrien Springs, MI, January 16.

### **Letters, e-mail, and interviews Turabian 19.6.3**

Personal letters, e-mail, and interviews appear in the citations but not in the reference list.

P (Jeremy Walters, March 23, 2012, personal communication to the author)

R Kingston, Robert. 2013. Interview by author. Berrien Springs, MI. August 5.

## *Electronic Media*

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

### **CD-ROM (see Turabian 19.1.10 and 19.5.8)**

P (White 1999)

R White, Ellen G. 1999. *Education*. Complete Published Ellen G. White Writings. CD-ROM. Silver Spring, MD: Ellen G. White Estate.

### **Article from a library database (see Turabian 19.5.9)**

P (Howden 2005)

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

### **General Internet sources (see Turabian 19.7.1 and 15.4)**

P (Moss and Kirisci 2013)

R Moss, H.B., and L. Kirisci. 2013. "Aggressivity in Adolescent Alcohol Abusers." Accessed January 28, 2010. <http://www.ncbi.nlm.nih.gov/pubmed/7573787>.

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

P (Federation of American Scientists 2007)

R Federation of American Scientists. 2007. "Resolution Comparison: Reading License Plates and Headlines." Accessed May 6, 2010. <http://www.fas.org/irp/imint/resolve5.html>.

### **Journal accessed online**

P (McFarland 2004, 1249)

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

### **Book accessed online**

P (Schaff 1890, chap. 3)

R Schaff, Philip. 1890. *Augustine's City of God and Christian Doctrine*. New York: Christian Literature Publishing. Accessed March 28, 2010. <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html>.

### **10. Article in a Wiki (Turabian 19.7.1)**

P (*Wikipedia* 2011)

R *Wikipedia*. 2011. "Wikipedia Manual of Style." Last modified September 2. Accessed September 3, 2011. [http://en.wikipedia.org/wiki/Wikipedia:Manual\\_of\\_Style](http://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style).

Note that *Wikipedia* is, at best, a general source of information. It may be of interest to know what the common perception is. It may be a good source for an initial exposure to a topic, but it is not considered an authoritative scholarly source. (See Turabian 19.7.1.)



**13. Corporate author, government report (Turabian 19.5.4)**

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. 2003. *Managing Asthma: A Guide for Schools* (NIH Publication No. 02-2650). Accessed March 13, 2010. <http://www.nhlbi.nih.gov/health/prof/lung/asthma>.

**14. Unpublished manuscript with a university cited (Turabian 19.6.4.1)**

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

**18. Proceedings published regularly online**

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

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

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

**21. Message posted to an electronic mailing list (Turabian 19.7.4)**

Smith, S. post to Re: Disputed estimates of IQ, January 5, 2006. Accessed May 2, 2007. <http://tech.groups.yahoo.com/group/ForensicNetwork/message/670>.

**22. Blog post (Turabian 19.7.2)**

MiddleKid. 2007. Re: The Unfortunate Prerequisites and Consequences of Partitioning Your Mind (blog), January 22. Accessed April 21, 2008. [http://scienceblogs.com/pharyngula/2007/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php).

## APPENDIX B

### MISCELLANEOUS INFORMATION FROM TURABIAN

#### In-text Entries

##### **Authors**

- ◇ If there is no author for an article/report/Internet/chapter, then a shortened title of around four words, an organization or corporation name can be used in place of the author: (“Riding in the Trail of Tears,” 1998); (National Geographic Society 2015).
- ◇ First time use of the author or editor in the text should be written with the complete name as it is written on the title page of the book: Carl B. Grover. After the first use only the last name is to be used throughout the text.
- ◇ When there are four or more authors all author’s names must be cited the first time, but in subsequent citations use only the first author’s last name followed by et al.: Smith et al. came to the conclusion . . .
- ◇ If there are two authors with the same last name, for each citation write the first initial of their first names: T. Johnson or M. Johnson.
- ◇ The word editor or translator is not written after the author’s name in the in-text citation, but is written in the reference list.

##### **Parenthetical Citations**

- ◇ Before turning in a draft, compare all dates and spelling of names in the in-text entries and in the reference list to make sure that all are written and spelled the same.
- ◇ All titles of books/journals/magazines should be written exactly as they are on the title page of the published source.
- ◇ If there is no page number(s) listed for an Internet article or ebook use a shortened form of a subheading/chapter title or write paragraph #, part #, or section # so that the reader can easily find the original place where the quote was taken from: para. 4, sec. “mission work” or part 2 (pt. 2 is okay).
- ◇ There are times when it is necessary to list the first printing of a book. It can be listed before the most recent published date by placing it in brackets: [1845] 1999.
- ◇ If you cannot find the date for your in-text citation write n.d.: (Burkhart n.d., 64).

## **In-text Writing**

- ◇ When writing several texts from the Bible use a comma between entries that come from the same book, but if different books of the Bible and texts are cited then place a semi-colon between the books: Matt 5:16, 8:21, 20:3, 4; Luke 4:16; John 8:11.
- ◇ The word *ibid.* is not used in Turabian parenthetical. Write out the author's name again with the year and page number. If there is another quote from the same author in the same paragraph only the page number is needed: (91-92).
- ◇ If an author has written two articles and a book and all have been published in the same year the cited entry would be: (Matthews 2013a, 2013b, 2013c).

## **Tables and Figures**

- ◇ Before inserting a table or figure mention of it needs to be in the text before placing it on a page: (see table 3). If there is not enough space for the whole table or figure on the page where it is first mentioned then it should be placed on the next page.
- ◇ Do not capitalize the word figure or table when referring to it in the text.
- ◇ All tables must have a number and a title and must end with a bottom rule (a line on the bottom) at the end of the table (see Turabian 26.2).
- ◇ In a table that includes columns of numbers always line up the decimal point.
- ◇ If you have gathered statistics for the table from another source then credit for the source will need to be given immediately below the table at the left margin: *Source:* Taken from or adapted from can be written and then the biographical data. This also applies when inserting items from another source to a figure.
- ◇ If pictures are included in figures or in PowerPoint check to make sure that they are clear and of high quality so that the reader can make out the images or words. If using a map in your figure you will need to secure copyright permission from the original publisher of the map.

## **Dates**

- ◇ A decade is referred to as the 1990s (no apostrophe), not the 1940's, '40s or forties.
- ◇ Arabic numerals are allowed for centuries: 20th century.
- ◇ Dates can be written in two different styles: 16 March 2016 or March 16, 2016. Whichever way is chosen make sure that it is used consecutively throughout the paper unless quoting another author who has written it differently.

## Appendix

- ◇ All material put in the appendix must have a left margin the same as in the text: 1.5 inches. Because the dissertation may be bound with a hard cover and if the left margin is only one inch some of the text will be cut off in the binding process. Remember that if the added material comes from a pdf file it is often difficult to change the margins.
- ◇ The same formatting rules apply to appendices as to the whole dissertation, except that single spacing can be used. Page numbers will be at the bottom center of the page unless published work that already has page numbers is included. In order for the pagination of the dissertation to flow put the page number in brackets and place it in the bottom right corner ¾ inch from the end of the paper.

## Reference List

- ◇ Entries that include the name of chapters or articles or dissertations are enclosed in quotation marks.
- ◇ For titles of books that have two subtitles the first one uses a colon with the second subtitle using a semi-colon: *A Border Passage: From Cairo to America; A Woman's Journey*.
- ◇ If the book title or article title cited ends with a question mark no other punctuation is needed before the next biographical section begins.
- ◇ If a book or journal article does not have an author or editor, use the title in place of the author.
- ◇ If several books or articles are listed by the same author the older date is listed first with the full name of the author. Subsequent entries for that author begin with an 8-space underline in place of the author's name. The entries would not be alphabetized but would be put in order with the oldest date first.
- ◇ When an author has written a chapter in a book edited by another author the beginning and ending page numbers of the chapter need to be listed, not just the page numbers that were used for the direct quote.
- ◇ The ampersand (&) is not to be used, instead change it to the word *and*.
- ◇ Most foreign titles of books are written in sentence style. An English translation of the title can be added in brackets [ ], not in italics and written in sentence style with no period at the end.
- ◇ When using an URL address an accessed date is needed and should be placed before the URL address: Johnson. 2010. *Mission with a Heart*. Accessed September 4, 2011. Then the URL address is included ending with a period.
- ◇ Divide a URL address before a period or after a slash or other symbols.

- ◇ All journals need to have a volume number, an issue number, a date or season, and page numbers. After the article title there is no punctuation: “A Theology of Mission” 65, no. 4 (Spring): 13-15. Note: For the Reference List all journal articles must include the beginning and ending page numbers, not just the quoted page number.
- ◇ If there is no volume number listed for the journal then put a comma after the name of the journal and write the issue number and year, colon and page numbers: *Journal of Jewish Studies*, no. 62 (Fall): 13-27.
- ◇ If there is no state written after the publisher you can use n.p. (meaning no place). Since some very old books do not list the state or the publisher it is not necessary to list anything more than the city or whatever is written on the title page.
- ◇ If a reprint date is needed put the first printing in brackets [ ], leave a space and then write the last printing date.
- ◇ When the publisher of a book is located in the United States then use the standard postal abbreviation for states. If unsure a list is on page 337 in Turabian (8th ed.).

APPENDIX C

DMISS FORMS

**DMISS AGREEMENT ON DISSERTATION TOPIC**

**Complete this form by the first of March. Failure to submit the form on time may delay your progress toward proposal completion.**

Step 1: Complete the first section and submit it to the DMiss Administrative Assistant who will arrange for appropriate World Missions faculty to make decisions about your Adviser/Chair.

Name of Student: \_\_\_\_\_

Department: World Missions Email: \_\_\_\_\_

Student's Department Chair/Program Director: Bruce Bauer and Wagner Kuhn

Step 2: The student will communicate with his/her Department Chair and Program Director, supplying a completed copy of the "Dissertation Preliminary Planning Worksheet" and, in consultation with the Chair and Director, a topic will be agreed on and an adviser assigned.

Dissertation topic agreed on: \_\_\_\_\_

\_\_\_\_\_

Focus/thrust of dissertation: \_\_\_\_\_

\_\_\_\_\_

Adviser assigned: \_\_\_\_\_

Possible committee members: \_\_\_\_\_

**The signatures indicate agreement on the topic and its general thrust, and the advisers commitment to help the student prepare for proposal review and dissertation defense. If you cannot get signatures forward an e-mail which indicates approval.**

DMiss Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adviser's signature: \_\_\_\_\_ Date: \_\_\_\_\_

MSSN854 Director's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please give to the DMiss office or submit by e-mail**

**DMiss Dissertation Proposal  
Preliminary Planning Worksheet**

MSSN 854 - Research Design in Mission    Your Name \_\_\_\_\_

**Within the next 2 weeks:**

**... make an appointment with one of the faculty members in the Department of World Mission to discuss a preliminary draft of this form (Bruce Bauer, Petr Cincala, Cheryl Doss, Gorden Doss, Wagner Kuhn, Lester Merklin, Bruce Moyer, or Boubakar Sanou).**

**... then rework this form, and take it with you to discuss your proposed topic with two scholars identified by the department faculty member with whom you had your first interview:**

(1) \_\_\_\_\_                      (2) \_\_\_\_\_

**... before you leave campus, submit copies of this form to Wagner Kuhn ([kuhn@andrews.edu](mailto:kuhn@andrews.edu)) and John Matthews ([johnmatt@andrews.edu](mailto:johnmatt@andrews.edu))**

1. My area of broad interest in missiology is . . .
  
2. Within this field, the specific area I would like to study is . . .

Because I want to find out . . .

3. The exact problem or question I would like to answer is . . .
  
4. The reasons why this study is useful and should be done are:
  - 
  
  - 
  
  - 
  
  -

5. The main sources of information for this dissertation will be:

- 
- 
- 

5. The steps I must take (listed in order) to complete this study are:

- 
- 
- 
- 
- 
- 

7. The difficulties I might encounter are:

- 
- 
- 

8. My study should be delimited (limited by my own choice) in the following ways:

- 
- 
- 
-



9. The title/topic of each of the chapters of my dissertation might be:

PREFACE/INTRODUCTION

I.

II.

III.

IV.

V.

\_\_\_\_. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS  
APPENDICES & BIBLIOGRAPHY

10. The reasons I am qualified and able to do this research are:

- 
- 
- 
- 

11. Persons at Andrews University who might be able to help guide my research include:

- 
- 
- 

12. Persons in the field or country in which I am working who might be able to help guide my research include:

- 
- 
-

13. Three books I should read before January next year relating to the broad area of my topic (these might be textbooks for another course):

- 
- 
- Elliston, Edgar J. *Introduction to Missiological Research Design*. ISBN-13: 978-0878084753

#### **Instructions for Use of the Macro-enabled Template**

1. Open the file with on MS Word;
2. Click on File > Save as...
3. on the new window, set the Format to Word Macro-Enabled Template (This will automatically place the file in the right place);
4. Click Save.
5. Close MS Word.

## APPENDIX D

### GUIDELINES FOR DMISS PROPOSAL

#### **DMiss Policies and Guidelines**

Proposals for the dissertation will be accepted following the completion of the second module. Under the guidance of the Program Director and the student's dissertation adviser, the student will write a proposal. The final proposal must be approved by the student's committee and the DMiss Program Committee.

Following the fourth module and the proposal approval, the student registers in MSSN 899 DMiss Dissertation for 3 credits for each of the following two semesters. If the dissertation is not completed after one year, the candidate must register for MSSN 888 (DMiss Dissertation Continuation) every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Possible concentrations:

- Ministry in Animistic Settings
- Mission Leadership
- Relief, Development, and Social Issues
- Urban Mission
- World Religions

#### **Dissertation Topic, Adviser, and Committee Approval**

The selection of a tentative dissertation topic and dissertation committee adviser (chair), in accordance with procedures established by the director of the DMiss program should take place at the end of the first module, but must be completed by the end of March prior to the beginning of the second module. Failure to meet this deadline will lead to loss of marks toward your grade, but more importantly, it will delay you in knowing to whom you should submit your proposal draft for feedback. Forms for topic approval and assignment of your adviser will be made available on LearningHub/Moodle.

By the beginning of your second module an additional member of the dissertation committee shall be selected and approved in accordance with procedures established by the director of the DMiss program. This is important because both members of the student's dissertation committee must approve the proposal and therefore need to be involved in its development. If you fail to submit this approval on time you will lose marks, but more importantly you will be delayed in completing your proposal with assistance from your committee members. Forms will be made available on LearningHub/Moodle.

#### **Responsibilities of DMiss Student, Faculty Adviser, and Seminar Director**

*The student shall:*

Settle with the program director on a dissertation topic

Submit designated proposal assignments to the seminar director, who will on occasion circulate these to designated World Missions faculty, dissertation adviser/chair, or dissertation committee members;

Communicate regularly with his/her adviser for guidance in the development of the proposal

Obtain feedback from all his/her dissertation committee members for designated assignments and proposal drafts

Arrange for the adviser to be present at the student's mock review

Write a dissertation proposal and present it to the class as a mock review

Rewrite the proposal as required by the "review committee" (the class), seminar director, and the student's dissertation committee; and submit the pre-review draft (Draft VI) of the proposal to the DMiss Director, dissertation adviser, dissertation committee member, and seminar director no later than the first of February following the second module.

*The student's dissertation adviser and committee member agrees to:*

Communicate with the student to discuss the dissertation topic, with particular focus on background and problem statements, research questions, purpose, content, conceptual framework, methodology, data collection instruments, and pilot study

Advise the student regarding bibliography and resources on the dissertation topic

Give appropriate feedback on proposal assignments (dissertation adviser)

Give appropriate feedback on proposal assignments (dissertation adviser)

Report in a timely manner to the seminar director (class teacher) and director of the DMiss program regarding any concerns on the advisee's progress

Attend the student's presentation of the dissertation proposal (mock review)

Work closely with the seminar director in advising and guiding the student's work so that a defensible proposal is prepared by the first of February following the second module

In concert with the student's department chair, evaluate the completed proposal as to readiness for presentation to an official Proposal Review Committee

*The seminar director (that is, the class teacher) shall:*

Set up the Learning/Hub/Moodle site for continuing progress in proposal development

Respond to assignments submitted on time with feedback and assistance

Advise on style, format, and structure of the proposal, and comment on content as appropriate

Meet with the class for the on-campus intensive and arrange for instruction and assistance from qualified scholars/research personnel

Work closely with the adviser and student in guiding the development of the proposal

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