Adventist University of Africa Standards for Written Work

Requirements and Recommendations for
the Theological Seminary and the School of Postgraduate Studies

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If you find errors or places where this document could be improved, please write the editor at vyhmeisters@aua.ac.ke.

Note: Sections of this work were adapted from the *AIIAS Standards and Research Writing Manual.* Used with permission.

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Foreword

The *AUA Standards* is a document that is in constant need of editing and updating. The rule books change, and AUA policies and procedures also change over time. A major revision of the *Standards* is currently ongoing, to include research procedures and to update, correct, and organize many things. This will take 6-9 months to accomplish. However, there is a need to make some simpler modifications to the *AUA Standards* effective immediately, for several reasons:

(1) With the arrival of the MBA, the imminent commencement of the MPH, and the establishment of the Leadership degree in the School of Postgraduate Studies, we recognize that AUA will be a 2-style school—Turabian and APA. The *AUA Standards* needs to expand to include APA Style.

(2) In order to make the format rules more specific and clear, we are adding pictures and clearer format explanations. This should help reduce the amount of editing time needed by the AUA editors, and even by students.

(3) Many students have a lot of questions about how to DO research formatting with the computer. A special chapter has been made to address these concerns.

(4) We want to combine some basic rules between Turabian and APA styles where we can, to simplify our lives, and create an "AUA Style." This will not require many changes, but this will make it easier for students and advisors to help each other—since as many things as possible will be similar. These changes are being introduced here, but they will be phased in—students who have completed their work under the old system will not be required to reformat their papers. But if they have not yet begun to format their work, they should use these rules.

(5) We want to simplify some things that we were doing that were difficult, and simply not worth the trouble.

(6) There are some actual errors in the current *AUA Standards*, and some things that need to be updated because we need to move to Turabian 8 (it came out in 2013).

(7) A restructuring of the content in the current *AUA Standards* will help to make materials easier to locate and understand.

Many of these goals cannot be met quickly. For that reason, this current Supplement simply adds the illustrated format pages, a mini- guide for both Turabian and APA styles, and the computer tips chapter. Some other chapters with basic writing tips are added, as well. The rest will be included in the new edition. For now, this supplement is meant to be used IN ADDITION TO the *AUA Standards*. If there are any discrepancies, use the new style if you are a new student, and even if you are an old student, if it is not too much trouble to make the changes in your research paper. Either style of headings will be accepted for old students, but the order and layout of the preliminary pages must already follow these new rules.

If you find any errors or places where the explanations are not yet clear, feel free to contact me—this is a work in progress, and your comments can help.

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Chapter 1
An Introduction to Research Style and Format

Because of its importance in developing thinking skills, research writing is a requirement for most graduate courses. It is also typically a part of the culminating phase of graduate work. Properly done, the writing in graduate school requires thinking, organizing and evaluating information, synthesizing ideas, and original thought from the writer. It also requires a knowledge of referencing and formatting techniques that make the work more understandable to other researchers.

Since every institution has its own research traditions and practices, each school has its own guidelines that detail how research should be designed, conducted, approved, formatted, and edited. This manual documents the **research procedures and format rules at AUA**, for both the Theological Seminary and the School of Postgraduate Studies. It is intended as a guide for any written work connected with degree requirements, including term papers, research projects, theses, or dissertations.

Style Guidelines vs. *AUA Standards*

The difference between *style* and *format* is important in order to understand how one research standards document can be used for both the Seminary and the School of Postgraduate Studies, given the Seminary uses Turabian, and the SPS uses APA style.

Style — Style dictates such matters as whether to use footnotes or in-text references, when to write numbers as words or figures; when to capitalize, and whether to prepare a bibliography or reference list. When you begin to write, you and your advisor and/or committee must agree on the *style* to be used; that style must be followed throughout the document. Because style guidelines are designed for work that will be published in a variety of different locations, rules about title pages, placement of tables, and other details are inevitably different from the rules for institutional papers, where the document is already in its final form. The Turabian and APA style manuals are the authority for everything NOT specified in the *AUA Standards*.

Format — AUA requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the institutional title page, (3) the order and layout of preliminary pages, (4) placement of page numbers, (5) headings and subheadings, and (6) the display of tables and figures. The *AUA Standards* lays out the AUA format requirements and introduces each of the two styles used by this institution.

In matters of format *not* specified in the *AUA Standards*, follow the specifications of the style guide prescribed by your school: Turabian or APA.

Seminary — Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013).

School of Postgraduate Studies — American Psychological Association, *Publication Manual,* 6th ed., Washington, DC: Author, 2010.

Chapter 2
Academic Writing Conventions

Research has a long and proud heritage, and along the way it has acquired an incredible number of conventions as to how one should or should not write. This chapter presents many of these general standards for written work that apply to all academic papers.

Organization

Flow

The paper must follow a clear and logical outline. Topics should not recur in multiple locations. The arrangement of topics, paragraphs, and sentences must contribute to a clear understanding of the study.

Headings

Each section must display unity and coherence, and appropriate transitions should unite the sections. Each section, as well as the paper as a whole, must contain appropriate introductory and summary statements. A section divided into subheadings must have at least two subheadings.

Paragraphs

A paragraph is the basic unit of organization in a paper, consisting of sentences that support the topic (usually the first) sentence. Paragraphs are indented .5" and typically contain 5-8 sentences, but must have a minimum of 2 sentences.

Pointers

The introductory statement serves as a "road map" to the reader, showing the direction of the research in the section introduced; the summary statements close the section, reminding the reader of the most important findings. Conclusions are naturally derived from the evidence presented.

Writing Style

Clarity, Directness, and Simplicity of Expression

Eliminate jargon and wordiness. Make the paper clearly understandable to the reader/evaluator. Be as direct as possible—state specifically what you mean, and do not leave ideas half explained.

Avoidance of Power Words

Power words attempt to convince by force, rather than reason. Words like *wonderful, evil, solution,* or *exciting* push your reader to accept your argument based on passion, rather than evidence. Research seeks to understand, not so much to convince. Restraint is appropriate.

Correct Grammar

Correct grammar includes correct grammatical constructions. These include proper verb tenses, use of pronouns, and the use of singular and plural. Other aspects of grammar must be considered: all items in a list must be parallel in form and, if they have verbs, these must be in the same tense; the writer will not use contractions; as much as possible, writers will avoid the passive voice. Students whose mother tongue is not English may need to obtain editorial help.

Inclusive Language

Avoid discriminatory language that indicates prejudice against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age. Statements like *the woman judge, the black flight attendant,* or *the chairman* are better rendered as *the judge, the flight attendant,* or *the chair.* Also, do not use *he* as if it were a neutral pronoun. Alternate genders, or use plural.

Avoidance of Bias

Bias consists of drawing conclusions without proper evidence. It can be manifested in many ways in research: by failure to select the sample carefully, failure to seek opposing opinions on a topic, privileged treatment of certain sources, or by conclusions not warranted by the data. All forms of bias should be minimized in research and writing, or when unavoidable, declared openly.

Linking Words

Be careful not to overuse linking words. *Therefore*, *however*, *for example*, might be very important to connect some ideas, but the use of these words can be overdone. The sentence may actually be more effective without the artificial connector. It is rarely a good idea to begin a sentence or a paragraph with terms such as these.

Format

Use correct format according to *AUA Standards* (see Chapter 5) and the style manual for each school.

Referring to Yourself

Do not use the editorial "we." "We" did not carry out the research, or make any conclusions. You may assume, however, 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 "my calculations showed . . ."—or recast the sentence to say "students were instructed." Writing "the researcher" or "this researcher" is generally no longer appropriate, however, some professors may still prefer this. Check with your advisor, and, in any case, minimize references to yourself and keep the emphasis on the research.

Appropriate Verb Tenses for Research

1. **Active Verbs:** Use the active rather than passive voice; e.g., Passive: A study was conducted by Johnson (2004). Active: Johnson (2004) conducted a study.

2. **Maintaining Tense:** Generally, one should maintain the tense unless there is a good reason to change it. Choose a tense and stick with it for at least an entire paragraph. Do not alternate between past and present unless there is a specific reason to do so. Exceptions to this rule are common, but they are exceptions.

3. **Reporting Results:** Research results of a specific study (including yours) are reported in the past: "Jones *determined* that . . ." "Table 5 shows that most people *liked* oranges." The discussion that interprets data presented, extending the results beyond the sample and identifying principles, however, is usually in the present tense. "Jones (1963) *found* that children *do not like* interacting with hostile parents."

4. **Reporting Ideas:** Ideas are often considered living, or timeless, and therefore are referred to in present tense: "Collins *suggests* that . . ." For that reason present tense is often used when discussing ideas, or generally accepted facts in the literature review. This is not always the case, however. Sometimes the idea has been replaced by something else, or the researcher has at some point changed opinions. If you discuss an idea that is dated, there is a need to use past tense (e.g., In 1885 Baker *concluded* that . . . .). Present, present perfect, or past tense are all possible for discussing ideas, depending on situation, and the sense that the writer wishes to convey.

5. **Keeping the Historical Perspective:** When you are writing, keep in mind your reader who will be reading your work in the future. For example, if you write "Today's educators promote," consider how your statement may be understood in the year 2050. It is better to clarify such a statement with "Educators in 2009 promote."

   Consider carefully the historical perspective of your subject, especially in the 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 the 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 dating of the writings of Ellen G. White. There may be a recent publication date which will be used in the bibliography or reference list; however, the original date of writing may be important to a historical setting or treatment. These original dates and names of publications are available through the Ellen G. White Center and can be used beside the version cited (White, 1915/1997) or placed in the explanation in the footnote.

Electronic Sources

Until recently, electronic sources have been considered less academic or less trustworthy than other sources. Today this is less true than before. Yet, not all Internet sources are of equal standing. *Wikipedia* may be a good starting point for information on a topic, but it should generally be used with restraint as an academic source.

Some peer-reviewed journals exist in print and online. Cite them as you would the print edition. Other equally valuable journals are only online. They must be documented as online materials.

The documentation of online material must be done with the same (or greater) care as that of printed material. For information on referencing electronic sources, see the appropriate chapter (Turabian or APA) in this document or the appropriate style manual.

Finding Quality Sources

When many sources are available, such as on the Internet, it is important for the writer to know how to judge which sources are more valuable than others, and how to find and select higher quality works. While it is not always easy to separate the wheat from the chaff, here are some general guidelines:

1. Choose more recent over older sources, unless you are doing a historical study of early sources.
2. Choose refereed sources over those which are personally produced.
3. Prefer primary studies to secondary ones.
4. Choose recent journals over books (especially textbooks); they are newer, and contain primary data.
5. Choose sources that cite others rather than those without any references or footnotes.
6. Prefer academic, exploratory writing to hard-sell sources trying to convince you of something or sell you something.
7. Look for data included in text that support the conclusions drawn.
8. Consider the author's credentials; choose a professor rather than a student.
9. Prefer academic sources over popular ones; choose a journal article over *Time* or *Newsweek*.

Crediting Sources

Introducing Quotations

The space before a quotation is prime territory, and is often wasted or misused by beginning writers. Beginning a quote by saying "Hudson says that . . ." does not add any information. The quotation marks and the reference already communicate this. Use this space to say something important that gives more information. "Comparing students from wealthy communities to those from poor neighborhoods, Hudson concludes that. . . ." This gives more information about the source—in this case, that the conclusion is based on a comparison of two groups of people. Words such as *says*, *comments*, *mentions*, and *writes* do not really say much about the relationship of the quoted material to the ideas you are discussing. When you quote, be sure **to add some value** to what is already there. Be sure that you understand what the writer truly intended. Do not say an author *argues* if he merely *suggests*. Do not say she *emphasizes* if the quotation was simply one of her many points. Be sure to rightly represent what the author meant. For that reason, *suggest* is often a favored term, as it is more tentative about your interpretation.

Discussing Quotations

Never let another author get in the last word (or the only word) about a topic. You are the author. Tell us what you saw in this quotation (rightly representing the author's meaning or intention). Quoting is not an exercise in cutting and pasting. Discuss the quotation, compare and contrast it with other sources. At all times make clear to your reader who is speaking. If you do not give a reference, it is presumed that you are making the statement. If the idea comes from somewhere else, be quick to give credit. Do not quote more than necessary; trim the quote to the part that really applies to your study (use ellipsis marks if you leave out information from the middle of the quote).

Dealing With Secondary Sources

Sometimes, as you read one source, you find that the author quotes another source which you find interesting. This is a good way of finding additional material. *It is **not**, however, appropriate for you to quote this already-quoted material as though you had read the original source.* You read only one line or one paragraph of this work—it is not fair for you to judge the entire work based on such a small sample. Nor is it fair for you to put this source in your reference list, as if you had actually held it in your hands. If you can find the original text and read it, you may cite it as a primary source. If you cannot find the primary source, however, you **must** cite it as a secondary source, stating that you found Peterson's quotation in Gibson's book that you actually read. In this case, your reference will give the author of the quotation, as well as the article or book where you found it. Check the Turabian or APA chapter for examples of how to cite secondary sources. Make sure to distinguish between what Peterson wrote and what Gibson wrote. Doing otherwise is deceptive and is a serious fault in research. Using too many secondary sources is also frowned upon. Finding the original sources shows you have done your research carefully.

Citing Abstracts

If you find an abstract but cannot access the complete article, you must cite it in your bibliography or reference list **as an abstract**, not as if you actually read the article. To do otherwise is considered deceptive and unethical. If the entire piece is important to your work, do your best to find it. If that is not possible, or the piece is not central, cite the abstract properly, showing that you only read the abstract. Using abstracts is good to get acquainted with a field, but it does not give you enough depth if you wish to examine the study in your review of literature.

Avoiding Plagiarism

Plagiarism is a serious research fault. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a program. Plagiarism is an elegant name for using someone else's words or ideas as one's own. It is equivalent to intellectual thievery. For those who espouse a biblical point of view, plagiarism is condemned by the eighth commandment: "You shall not steal" (Exod 20:15, English Standard Version).

Adventist University of Africa
Statement on Academic Dishonesty

As a postgraduate institution, the Adventist University of Africa (AUA) is committed to high quality, original research in multiple areas and disciplines. As a corroboration of this, the University encourages primary, cutting-edge research (not searches or compilations) and thus manifests zero tolerance for any form of academic dishonesty or plagiarism. Academic dishonesty is not only a sign of a flawed academic attitude, but it is also an expression of a faulty Christian character. The academically dishonest student is cheating himself, the classmates, the professor, the entire academic community, the larger community, and ultimately God. A cheating student only proves himself an irresponsible member of the academic community and of the larger community.

Although acknowledging some cultures where copying someone else's ideas is acceptable, AUA embraces the Western definition and attitude toward plagiarism. As such, for AUA, plagiarism is any form of copying of ideas and concepts – intentionally or out of

carelessness – and presenting them as one's own, without crediting the author(s) and/or proper citing/quoting (e.g., without quotation marks). Plagiarism includes not only copying a sentence, paragraph or section word-for-word, but it also implies improper paraphrasing (too close to the original) and even borrowing an idea (except general facts and common knowledge) from someone else and even from one's own earlier work without giving proper acknowledgement. Plagiarism is not limited only to texts, but also includes media resources, laboratory experiments and results, ideas expressed orally, artistic work, and all copyrighted works. Even if a work is no longer under the copyright law, the work must be properly credited. In addition to the concept of copying improperly and lack of crediting, plagiarism also includes unfair use, that is, indiscriminate use of too much material from a source, even if properly quoted and credited.

Plagiarism attracts severe penalties, usually decided by the professor, supervisor, or advisor. The penalties may take the form of failure of the paper, or of the entire course, suspension and even expulsion from the University. The University also reserves the right to revoke the degree of a student whose work has been proven plagiarized or academically dishonest. In addition, the writer must remember that plagiarism may also involve court processes, especially when involving copyright material.

While AUA is working on verifying the authenticity of the research work of students, including plagiarism-verification technology, the responsibility for plagiarism rests entirely on the writer/student. Lack of time and of funds, lost sources, ignorance, unintentional mistakes, examples of other cases, carelessness, desire to improve the grade, linguistic difficulties, difference of culture, and other possible situations do not constitute an excuse for plagiarizing for a work accomplished for AUA.

Chapter 3
The Mechanics of Academic Writing

Mechanics has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such. The rules in this chapter will be especially useful for those writing a thesis or dissertation, but most also apply to research papers for coursework. Many specific format rules are revisited in Chapter 5 under AUA Standards.

Spell-Checker and Grammar-Checker

Computers provide tools for correcting typing and grammar errors, as well as levels of formality. Watch the green lines under words or phrases given by the grammar checker and the red lines under words given by the spell checker. Clear these up **before** you hand in your paper (make sure your dictionary is set to either American or British English—both may be accepted, but check with your advisor). There are many optional settings for the grammar checker: in Microsoft Word, go to ***Review/Spelling and Grammar/Options***. Check the things you want the computer to do (check them all if you wish). The grammar checker can be wrong, but it tends to be right more often than the language learner, so do not ignore it.

Format

Page Layout

Margins. For theses and dissertations, the left-hand margin must be 1.5 inches. All other margins must be one full inch (the page number can be slightly below this—see *page numbers*, below). For term papers, margins are one inch on all sides.

Justification. Use a left justified, ragged right margin rather than a justified margin.

Font. A proportional, serif font is required for research like *Times New Roman*. *Proportional* means that a narrow letter like *l* takes up less space on a line than a wider letter, like *m. Serif* means that the letters have little lines added, like at the base and the top of the *N* or the bottom of the *p.* While not helpful for projection, these lines make printed text easier to read.

Page numbers. All pages are numbered at the bottom center of the page, approximately ¾ inch from the bottom edge of the paper. Placement of numbers must be consistent. Pages that have landscape material have the page number in the same position and direction as all other pages. Pages in the appendix that *already carry numbers*, such as tests or instruments, are also numbered in accordance with the paging of your paper, but this number is placed just inside the margin in the bottom right-hand corner, within square brackets.

Line spacing. Research text is double spaced, and indented 5 spaces (.5") at the beginning of each paragraph, with **no** additional space between paragraphs. Numbered lists and tables can be single spaced if it improves readability. Further details relating to spacing are found in Chapter 5.

Block quotations. A block quotation is a direct quote of five or more lines (Turabian) or 40 or more words (APA). Block quotations are single spaced (Turabian) or double spaced (APA). Block quotations are indented one-half inch from the left, the same as the first lines of paragraphs. Indent the first line one-half inch further if more than one paragraph. No blank line is added before or after (or between paragraphs of) a block quotation. Block quotations do not carry quotation marks before and after the quote. If there are materials in double quotation marks in the original, put them in single quotation marks to show they were quoted in the original. If the quote is in the middle of a paragraph, do not indent the text following the block quotation.

Line and Page Breaks

Headings. A heading should not reach more than half the way across a page. If it cannot be trimmed, the heading should be divided at a logical grammatical point into two or more lines of similar proportions.

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. Turabian (8th ed.) has an excellent section on line breaks (20.4).

Widows/orphans. The first or last line of a paragraph should not appear alone at the top or bottom of a page (widow/orphan). A subheading at the bottom of a page must have at least two lines of text below it, otherwise, the subheading should begin at the top of the next page. You may allow more than 1 inch at the bottom of a page in order to avoid "widow" and "orphan" lines.

Lists/enumerations

Parallel construction. Use parallel grammatical construction for items in a list.

Punctuation. In an enumeration within a sentence, use a comma to separate items unless items in the list contain commas; in that case, use semicolons. An identifying element (letter or number) should always be on the same line as the item.

Bullets. Numbers are commonly used for vertical lists, but if you wish to avoid the appearance of order in a truly unranked list, using bullet points is acceptable to most professors.

Numbering format. To identify enumerated items in separate paragraphs, use arabic numbers followed by a period (if enumeration is part of a direct quotation, the original identifying element should be used); the numbers should be indented one tab position and run-over lines aligned with the first word (hanging indentation). The periods after numerals must be aligned. To identify enumerated items within a paragraph, use Arabic numerals enclosed in parentheses (lowercase letters may be used, but numbering format must be consistent).

Spacing. Enumerations in separate paragraphs, just like the body text, are usually double-spaced, but can be single spaced if this would enhance readability, but aim for consistency.

Referencing

Every quotation, idea, or information taken from another source must have a reference to show its origin. In APA this is done using an in-text reference; Turabian uses footnotes.

Bibliography vs. Reference List

APA and Turabian have different ways of dealing with the list of sources at the end of the research paper. Turabian uses a *bibliography*, which includes all source materials used during a research study, whether cited or not. APA uses a *reference list,* which includes only works cited in the research paper. In either case, it is important that all cited works be included in the bibliogra-phic entries at the end of the paper, and Turabian users may add sources used which were not cited specifically. For specific instructions on Turabian and APA styles, see Chapters 6 and 7.

Quoting and Referencing

Copy carefully. Direct quotations from another author's work should be reproduced word for word, including internal punctuation of the original source. Enclose quoted material in double quotation marks (except in a block quotation). Always check direct quotations against the original to ensure that there are no discrepancies. If something is wrong in the original, copy it faithfully, and put [*sic*] after it, to show that you found it like that in the original document. If you add emphasis (bold or italics) to the original, add (emphasis mine) after the closing quotes. If it is already there, say (emphasis in original) after the closing quotes.

Referencing. Every time more than 2-3 words from another source are used in your paper, they must be enclosed in quotes and a reference given, including page or paragraph number. If the source is from another person's work and you cannot find the original, cite it as a secondary

source.

Capitalization. The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter (no need to mark this change). If the quotation is set off syntactically by a comma, period, or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase.

Word not in original. Use square brackets to enclose material inserted in a quotation by some person other than the original writer, e.g., Jones (2003) reported that "malnutrition is one of the [most] prevalent problems in the area" (p. 8).

Mechanics

Punctuation

Period. Use a period at the end of a complete sentence. Use it to separate parts of a bibliographic entry, and after all but the most common abbreviations.

Comma. Use commas between elements (including before words such as *and* and *or*) in a series of three or more items. Do not use commas for seriation within a paragraph or sentence if there are commas within the items; rather, use semicolons (e.g., The respondents were (a) mothers, 20–30 years old; (b) 3rd-grade students; and (c) teachers with 5 years experience).

Colon. Use the colon after a clause to introduce a series of items only if the clause is a grammatically complete sentence (e.g., The following are ways to treat insomnia: (a) think about short-term HRT, (b) consider an alternative, (c) wick away the problem, and (d) chill out). Do not use a colon after an introductory phrase that is not a complete sentence, or after a verb to introduce a series of items (e.g., The respondents were (a) mothers, (b) 3rd-grade students, and (c) teachers with 5 years teaching experience). Also, use a colon in references between place of publication and publisher (e.g., Garden City, NY: Doubleday; New York, NY: Free Press).

Parentheses. Use parentheses (not square brackets) if you wish to explain something that does not fit with the grammar of your sentence. If it is a complex explanation, put it in a footnote. Parenthetical material within parentheses is placed in square brackets, but this is not common. Do not use parentheses back to back; rather, use a semicolon to separate the statements, and enclose them in a single set of parentheses.

Hyphen (-). Hyphenate a compound with a participle when it is before the word it modifies (e.g., the *t*-test results, decision-making policies, up-to-date technology, middle-class houses, 4th-year students). None of these are hyphenated if they occur after the noun (e.g., the results from the
t test, policies about decision making, the technology was up to date, houses of middle class employees, students in the 4th year). Do not use a hyphen if a compound adjective cannot be misread or its meaning is established (e.g., grade point average). Self-compounds are always hyphenated regardless of whether they are used as an adjective or a noun (e.g., self-explanatory, self-study, self-confidence).

Dash (—). A dash usually shows an interruption of the flow of thought (e.g., Beethoven's music—unlike that of Mozart—uses emphatic rhymes). If you are typing in Word, the dash will appear automatically if you type two hyphens, then continue typing.

Ellipsis points. Three dots indicate omitted words in direct quotations within a sentence. Leave spaces before and after the dots (. . .). For omitted words between sentences or paragraphs, use four dots; the first serves as the period for the first sentence (so it has no space before it). Do not use ellipses at the beginning or end of a quote, but when material is removed from the middle.

Single quotation marks. Use single quotes to enclose text that was enclosed in double quotes in someone else's work. This is a secondary source (you did not read the original quote), and should be used sparingly. The source of the material in single quotes should not be put in your reference list. In some fields, a specific word may be set off in single quotation marks, but this is not common.

Double quotation marks. Use double quotation marks to show every place someone else's words are quoted directly, unless it is a block quote, in which case the quotes are not

necessary.

- In the text of a paper, use quotes to set off the title of a study, an article, or a chapter. Use italics for book titles. Follow specific style rules for reference list or bibliography.
- Use quotes to introduce a word or phrase used as an ironic comment (first time only; e.g., the "home-schooled" children).
- Use quotes to mark material from a survey item or verbatim instructions to participants (e.g., The item "parents influenced my decision to take up nursing" ranked least among the factors.)
- **Do not use double quotes** to cite a letter, word, or phrase as a linguistic example, or to introduce a key or technical term; instead, italicize them (e.g., the word *leverage* here is used to mean . . .). However, *do not italicize the term in subsequent use.*
- **Do not use double quotes** to show possible disagreement with a statement: do not use any punctuation with such expressions (e.g., the teacher rewarded the class; **not**, the teacher "rewarded" the class).
- **Do not use double quotes** to identify anchors of a scale; instead, italicize them. Ex.: Answers were ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).
- **Commas and periods** are always placed inside quotation marks; place other punctuation marks inside quotation marks only if they are part of the quoted material.

Spacing After Punctuation

General spacing. Only one space is used between words, after commas, colons, semicolons. There is no space before or after a colon in the expression of ratios.

Periods. Current usage puts only one space after a period (full stop). Abbreviations do not have any space after internal periods (e.g., p.m., etc., U.S.A.). Only one space is used after periods that separate parts of a reference citation.

Do not use a period after a statistical or metric symbol.

Hyphen. No space is used before or after hyphenated compound words

Dash. No space is used before or after a dash.

Negative value (-). Use a hyphen with a space before but not after it (e.g., the total is -2.76).

Equals (=). Use a space before and after; e.g., $SD = 1.43$.

Italics

Emphasis/clarity. In general, italics, particularly for emphasis, should be used sparingly. Italicize a new, technical, foreign, or key term or label (italicize the first time only); letter, word, or phrase used as a linguistic example (italicize the first time only); and words that could be misread.

Titles. Italicize titles of books, and names and volume numbers of periodicals in reference lists or bibliographies. Also italicize titles of books mentioned in body text.

Statistical symbols. Italicize all letters used as statistical symbols/abbreviations, whether in body text or in tables, or algebraic variables; e.g., $a + b = y$; ($M = 1.45$, $SD = 2.32$); always italicize the letter "t" in t test and "p" in p-value.

Scales and scores. Italicize test scores and anchors of a scale; e.g., MMPI scales: *Hs, Pd*; answers ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).

Bold

Bold font is acceptable for certain headings in both APA and Turabian. It is not indicated for any further use within the text of a research paper.

Capitalization

Capitalize proper nouns (see Appendix F for capitalization rules for religious terms).

Titles. Use title case for subheadings (Levels 1 and 2), table titles, subheading entries in table of contents, and title entries in list of tables and figures. Use full caps for chapter titles.

Title case. Title case means capitalizing all nouns, pronouns, verbs, adjectives, adverbs,

and other words of four letters or more, **except** short prepositions, articles, or conjunctions. In titles (but not in the reference list), when a capitalized word has a hyphen, capitalize both words (exceptions can be made if it makes good sense); in titles, also capitalize the first word after a colon or dash.

References to literature. In text, capitalize references to **titles of sections** within the same paper (e.g., see Chapter 3, Table 8, or Research Questions), or references to titles of books, periodicals, etc. Do not capitalize nouns that indicate common parts of books followed by numbers or letters and nouns that precede a variable; e.g., column 5, page 45 of this thesis; trial n or item b.

Academic references. Capitalize names of university departments if they refer to a specific department within a specific university and academic courses if they refer to a specific course; e.g., *Department of Public Health*, *Adventist International Institute of Advanced Studies*, or *Foundations of Curriculum*; but do not capitalize generic titles: *any department wishing to participate*, or *curriculum and instruction courses*.

Tests. Capitalize exact, complete titles of tests; e.g., Kolmogorov-Smirnov Test; the words *test* or *scale* are not capitalized if they refer to subscales of tests; e.g., Minnesota Multiphasic Personality Inventory Depression scale.

Reference list/bibliography. For APA style, use sentence case in reference lists, i.e., capitalize the first word of titles of books and articles, proper nouns, and the first word after a colon or dash. For Turabian style, use title case for these same items. In both APA and Turabian, titles of periodicals are in title case.

Tables/figures. Use sentence case for figure titles and headings or text within tables and figures (also for heading levels 3, 4, and 5). Use title case for table titles.

Foreign Language in Text

A direct quotation in a modern foreign language is treated differently under different circumstances, depending on the complexity of the material. For example, in a class research paper at the master's level, the quotation is translated into English and the original is placed in a footnote (in APA style, it may be placed in parentheses). In a dissertation heavily dependent on foreign languages (notably French and German), it may be left in its original form, without translation. It is understood that scholars reading this complex material understand those languages.

Biblical languages are written in their own alphabets. Other ancient Near Eastern languages are transliterated according to agreed-upon schemes (see *SBL Handbook of Style* for details). The method chosen must be consistent throughout the text. For biblical languages, an English translation may be provided following the foreign script. Make specific arrangements with your advisor. If a word or phrase is repeated many times within a few pages, only its first mention needs translation. Biblical language phrases or words in the title of a thesis or dissertation **must** use transliteration.

Numbers

Write out small numbers. The general rule is to use figures to express numbers 10 and above (APA) or 20 and above (Turabian). Use words to express numbers smaller than these (there are exceptions).

Figures. Use figures for exact numbers, such as time (8:15), dates (May 14), ages (2-year-olds), weights or measures (2.5 kilos, 5 cm), mathematical/statistical functions (divided by 6, 5 times as many), and items in a numbered series (Level 2, Grade 5). Also use numerals in the abstract of a paper, in tables, and in parentheses. For decades or other plurals, the correct form does not require an apostrophe (1970s).

Words. Use words for estimates (about four months ago), common fractions (one fourth), and any number that begins a sentence, title, or heading.

Statistics and Metrication

Statistics can be presented in text, in tables, and in figures. A general rule is that if you

have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.

- Do not give a reference or a formula for statistics in common use
- In tables, use a capital, italicized *N* to specify the number of members in a total sample; use lowercase, italicized *n* to specify the number of members in a limited portion of the total sample. **Do not use the statistical symbol** of the term in the text; use the spelled-out form.
- Use lowercase Greek letters (not italicized) to represent population statistics; use italicized Latin to express sample statistics.
- Use the percent symbol (%) only when preceded by a number (APA) or in tables. For Turabian, write out the word unless it is in a table or in parentheses.

Abbreviations/acronyms

Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form. (For rules regarding the list of abbreviations in a thesis/dissertation, see p. 36.)

Introducing an abbreviation. Do not introduce an abbreviation if it will not be used at least three times. The first time an abbreviation is used, explain it in the text with the acronym/ abbreviation in parentheses, and added to the list of abbreviations at the beginning of the paper. An exception to this rule would be biblical books, which should follow the list in Table 2.

Plural forms. To form the plural of an abbreviation, add s without an apostrophe (SDs, vols.).

Latin abbreviations. The abbreviations etc., e.g., i.e., viz., and vs. may be used inside parenthetical information or in footnotes, but not in the text. Ibid. is not used at all in APA style, but is common in Turabian. Et al. is acceptable for use in parentheses or in text. Note that e.g., i.e., and viz. are followed by a comma, and et al. is followed by a period.

Restrictions. Never begin a sentence with a lowercase abbreviation, statistical symbol, or a number. Never use abbreviations in headings or as entries in a bibliography/reference list.

Abbreviations without punctuation. State names, books of the Bible, statistical symbols, and academic degrees (MA, PhD) do not require punctuation after them. Titles (Mr., Dr., etc.) do, and most other abbreviations do, as well.

Abbreviating state names. Use the two-letter postal abbreviations (no periods) for U.S. state names in reference/bibliography entries (for a complete list of the correct abbreviations, see Table 1). If the state name is part of the text, write the whole word.

Chapter 4
Computer Formatting Tips

Computer formatting tips are frequently learned *during* the process of writing a major research paper, rather than before, which often leads to extra time needed to complete the work. This collection of suggestions by researchers who have gone before is designed to save you time and energy, but will not replace a basic knowledge of word processing, or the ability to use the help screens when you don't know what to do. Since most students at AUA use *Microsoft Word*, many specific tips will be given for that software. This chapter was created using Windows—if you have a Mac, it is possible some of the explanations will not work (please let us know). Many, however, are more generic in nature, and can be used with any word processor.

General Instructions

Spacing vs. Tabs

Many people try to use spaces to format lists, to align information inside tables, or for parallel columns. A general rule in electronic documents is to **avoid using spaces for aligning information at all times.** Use tabs. If there is no tab set in the position you desire, it can easily be adjusted on the ruler bar, or through the menu system (*Tabs* are under *Paragraph*, at the bottom). Inside tables, use *Shift + Tab* to achieve the same result.

Many researchers also find it wiser to indent paragraphs using a tab (set at .5" or 1.25 cm) rather than using the automatic paragraph indent. Automatic indentation can cause problems with centered headings (they end up not really centered because of the additional tab).

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using *Word*, go to *Page Layout>Page Setup.* Set the paper size to A4, and set the margins at 1.5" (3.75 cm) for the left and 1" (2.5 cm) for the other three (the bottom one is often better at .8" (2 cm) in order to achieve text that comes 1" (2.5 cm) from the bottom of the page). Under *Layout*, set the header and footer to .5" (1.25 cm) Also go to *Paragraph* and under *Line and Page Breaks> Spacing Before and after Paragraph*, choose 0 pt before and after. Then choose *Set as Default.*

Printers

Early in a research project, you may not yet know what printer you will use to print your final draft. This needs to be decided nearer the beginning than the end, as different printers deal with text differently, and pagination may shift noticeably. Once you have done the fine formatting for page breaks, do not change printers unless it is absolutely necessary.

Consistency

Human beings are not by nature as consistent as is necessary for computer work. All headings need to be used in the same way in every chapter. Spacing, margins, fonts, etc., need to be consistent throughout the **entire** document. Research does not leave room for much creativity in the way it is displayed. There is **only one** font, and generally, **only one** font size. Spacing before and after headings must be exactly the same throughout the document.

The easiest way to achieve this kind of consistency involves two steps.

1. Try to take note of the basic pattern to follow while you are writing the document, and follow it as well as you can. Write down the pattern so you can refer to it if you forget.

2. Once a major section of your document is completed, go over it to check for consistency. This involves scanning the electronic document for **one specific concern** at a time. Check heading levels and spacing. Then look for margins and page numbering. Check that all indents are the same, and that all numbered lists match. Work with Table titles, spacing, and contents.

These things are difficult to see if you search for all of them at the same time. Take the time to check each one before printing and giving your paper to your advisor or the editor.

Large Documents

Computers have many tools for working with a large document that are worth knowing about. Moving about in a document can be greatly facilitated by the following:

Effect	Command
Go to the last page of the document	Ctrl + end
Go to the first page of the document	Ctrl + home
Go to the beginning/end of the line	Home/end
Go to a specific part of the document	Ctrl + G
Find a specific word/phrase in the document	Ctrl + F
Highlight entire document	Ctrl + A
Find and replace words in a document	Ctrl + H

Quick Formatting

Keyboard shortcuts tend to be much faster than mouse/menu combinations, so learning some of them can save you a lot of time. Commonly used shortcuts for formatting include:

Effect	Command
Center	Ctrl + E
Left/right justify	Ctrl + L/R
Bold/italics/underline	Ctrl + B/I/U
Single/double line spacing	Ctrl + 1/Ctrl + 2
Undo	Ctrl + Z
Redo	Ctrl + Y
Copy/cut/paste	Ctrl + C/X/V
New page	Ctrl + Enter
Adjust spacing (table lines, tabs) more finely than a whole space at a time	Alt + mouse button on the item to adjust

Tips for Specific Problem Areas

Bibliography/Reference List

The Bibliography/Reference List uses the same technique as a numbered list. DO NOT use spaces or "enter" and then a tab to create the look where the first line sticks out further than the rest. Type many entries without formatting them, and then highlight them and format them at once (it is faster). Click on *Paragraph>Special>Hanging* and make sure it is set to .5" (1.25 cm).

Find and Replace

If you find an error you have made consistently throughout your document, and you wish to find each one and fix it, you can use the computer to help you search for all instances of something and fix it. On the Home menu, choose *Find*. On the left of your screen, type what you want the computer to search for, and click on the magnifying glass, and it will find it for you. If you wish for it to replace one text with another text, rather than *Find*, choose *Replace*. This gives you the option of saying what you want to find, and what to replace it with. You can to this automatically, or manually, where you check each instance to be sure it is correct. This is especially useful for

things like quote marks, if you have some that are straight (″) and some that are curly ("). If you simply find " and replace with " all of them will become the same.

Footnotes

Footnotes may be handled slightly differently by different word processing programs. The basic idea at AUA is to allow some variation in format based on program differences, but to require the student to be consistent. The length of the separator line and the spacing before/after it may vary from individual to individual, but should be consistent throughout your paper.

To achieve continuous footnote numbering for each chapter in Word, you have two options: (1) Make each chapter a separate document (this will work for a while, but not when you need to submit your electronic document to the Library once you have finished); (2) Keep all chapters in one document, but insert a section break at the end of each chapter, as explained above. Then click *References>Footnotes*, and choose *Restart Each Section* under *Numbering Format*. Make sure to *start at 1* (under format), at the bottom of the page, and apply the changes to *This Section* (under *Apply Changes*).

Make sure that your footnotes are the same font as the rest of your text, and either 10 or 12 points. If you made the footnotes the wrong font or the wrong size and need to change them all, go to *References>Show Notes* and highlight ALL the footnotes by typing *Ctrl + A*. Then go to the *Home* menu and select the font and size you desire, and all the notes will change to that selection.

Formatting URLs

There are three common ways you will frequently need to format URLs.

1. If you paste the URL into your document, make sure that it is the SAME FONT as the rest of your text. If not, highlight it and change the font.

2. If the URL needs to break somewhere in the middle, to not leave a large blank space on the page, find an appropriate place for the break, BEFORE some punctuation mark in the URL. The new line of a divided URL should begin with punctuation. Once you have identified the place you wish to divide the URL, put your cursor on it, and type *Shift + Enter* (at the same time). *Enter* tells the computer to make a new line; *Shift* tells it NOT to make a new paragraph. Do NOT simply put a space in the middle of the URL, as this will cause the URL to no longer function if you are trying to find the website.

3. The URLs in your paper should have the hyperlinks removed. The easiest way to do this is to place your cursor at the end of the URL and to hit *Backspace*. Check to be sure this does not remove the last letter of the URL—if you have found the right place, it will not. It will, however, remove the blue font, and the underline.

Page Breaks

If you are finished on one page and wish to begin a new page, DO NOT simply hit several *Enters* until you have pushed the cursor to the new page. This makes for many problems later when you are formatting your text, because when you change things on one page, it affects the next page. Instead, hit *Control + Enter* (at the same time). This tells the computer to begin a new page. If you need to find this mark to delete it later, click on the paragraph icon (¶) and it will be visible.

Page Numbering

Most of us have struggled with trying to adjust the page numbers in one part of a document without changing all the other page numbers in the document. The reason for this is that Word has the underlying philosophy that if you want something changed on page 45, you really meant to change it all the way back on page 1; therefore, it changes all the other page numbers automatically.

If you need to change page numbering (or insert a landscape page), you must insert a *Section Break* and make sure that footer is not connected to the others before you continue. This means that if you have introductory pages with no page numbers, pages with roman numerals, then regular page numbers for the body text of your project, you will need 3 sections in order to paginate this properly. This will allow you to have several different format styles together in the same document.

To change pagination types, first, you must insert a *Section Break* anytime you wish to make a formatting change. Insert the section break at the end of the page preceding the page where you want to change numbering. Click on *Page Layout>Breaks>Section Breaks>Next Page*. If the new section is different from what follows, also insert a section break AFTER it. If you have inserted 2 breaks, you should now have 3 sections.

Before actually making the page number format change, however, you need to go to the footer (double click on it) and "disconnect" it from other footers, so it will not affect all the rest of the document toward the beginning, or forward to the end. To disconnect the footer, double click on the page number to enter the footer editing space. You should see a note at the top of the footer that says "same as previous." Since you do NOT want this footer to be the same as the one before, click the orange-highlighted button *Link to Previous* (above, on the ribbon), and you will see that on your footer, it no longer says "Same as Previous." Go to the footer for the next section, and also "disconnect" it from the section you wish to modify. Once this is done, any changes made to the numbering or page layout in this section will not affect the other sections.

Troubleshooting.

1. When you change the page numbers in one section, it changes them in the next section also. Either you have not inserted a section break between the two pages, or you have not "disconnected" the footers as described above.

2. The page has the wrong number. Click on *Insert>Page Number>Format Page Number*. Choose the correct number and tell it to start at that number.

3. The page number has the wrong font/size. Highlight the page number. From the *Home* menu, select the correct font and size. You will have to do this for each section, but doing it once should fix all the page numbers in that section.

4. The page numbers are too low on the page, or almost touching the bottom line of text. Click on *Page Layout>Page Setup>Layout* and make sure the footer is at .5" (1.25 cm). Another possible cause is that there are extra lines accidentally entered into the footer. From the *Home* menu, click on the ¶ button, then double-click on the footer space. Examine the footer area for any hard returns (they will appear as ¶) and remove them. When you are finished, click again on the¶ button to return your screen to the normal view.

Viewing Section Breaks. If you wish to see what section you are in at all times, right click on the bottom gray bar in Word, and choose *Section* as one of the options. This will now show you the section number at all times in the lower left corner of the screen.

If you wish to see your section breaks, click on the paragraph icon (¶). You will see the section break at the end of the text on the page. It can be deleted if need be.

Numbered Lists

To achieve nice-looking numbered lists, it is imperative to use tabs between the numbers and the text (not spaces). This means you should type the number and the dot, then insert a tab, then type the text. If the tab is not the right length, you can adjust it from the ruler bar (highlight the text and drag the tab to where you want it), or you can highlight the text and adjust the tab settings under *Paragraph.* When you have typed your list, highlight the entire section, and click on *Paragraph> Special>Hanging*. Make sure that the distance for the hanging indent is .5" (1.25 cm), which is the same as your paragraph indentation. Also make sure that the distance between the numbers and the text is the same if you have multiple lists in your document.

Numbered lists can be single- or double-spaced, depending on how they look best in your text. You can decide. If they are single-spaced, you may want to insert a blank line between items.

Troubleshooting.

1. If you did NOT insert tabs between the numbers and the text, they will not line up properly. Go back, remove the spaces, and insert a tab for each number.
2. If you ever need to adjust the space between the numbers and the text, be sure to highlight the entire list so it stays the same.

Tables

Formatting tables is tricky, and time-consuming. Consistency here is very important. Note other specifics in the prior chapter on how tables should look. The main computer tips are as follows:

1. First, note that tables should span the full width of the page, even if they are small. Do not go beyond the margins of the text. If the table is too wide to fit, see point 13 in this list.
2. Remove as many lines as possible—it really does look better. Right click on the table, and select ***Borders and Shading>Borders***. Here you can select which lines to keep and which to remove.
3. Tables should have ½ point lines around them, not bigger.
4. Table content should NOT be double-spaced. Single-space it, then block the ENTIRE TABLE and select ***Paragraph>Spacing>Before and After*** and set it to 3 points before, and 3 after. This will allow a bit of space, but not too much. Be consistent with all tables.
5. Table content can be as small as 10 points, but if you do this, you should be consistent across all tables. The titles remain in 12-point font.
6. Table text can be centered, left, or right-justified, depending on what looks best. Usually, the left column is left-justified, and others are often centered.
7. If you have decimal places that need to line up, right-justify the numbers, then move the entire column over toward the center. Use ***Paragraph>Indentation>Right*** and choose .1" or .15" or .2" (.15 cm or .37 cm or .5 cm), depending on how far you need it to shift. You can type the number you want.
8. Do not use bold with table content, and note that the content is capitalized only on the first letter.
9. Maintain spacing before and after tables. It should be 2 double spaces, 3 (blank lines). If this leaves only 1-2 lines of text, push them to the next page.
10. If you need to insert spacing inside a table, don't use spaces. Change the margin, or use ***Control + Tab*** if you wish to have tabs.
11. If a table fits on a page, it should NOT be split over 2 pages. Move it so that it is on the same page, but always AFTER the table was first mentioned in the text.
12. If table content does NOT fit on the page, you have two choices: split the table and put the rest on a second page, or create a landscape page and put the table sideways.
13. To create a landscape table, insert a blank page and insert section breaks before and after it, so that it is in its own section and the footer shows that it is not linked to the other sections (see instructions under *page numbering*). Then, under ***Page Layout> Orientation***, choose ***Landscape***. Format your table here, and when it is printed, turn it the same way as the other pages. You may skip the page numbering on this page, but remember that it is counted, even if not numbered, and make sure the numbering resumes properly on the next page.

Table of Contents

The table of contents contains the first 3 levels of headings *exactly* as they appear in your paper, and the page numbers on which they are found. There are two basic approaches to creating a table of contents: you can type the titles manually, or have the computer do them for you automatically.

Manual method. You can set up the formatting before or after typing the entries. If you do it afterward, be sure to highlight the entire table of contents text before setting the tabs. Use a tab with dot leaders to create the line of dots. Set the tab by using ***Paragraph>Tabs.*** Clear the other tab stops and set one at 5.6" (14 cm) with alignment ***Left*** and ***Leader 2*** (the one with dots). Add a second tab at 5.9" (15 cm) with alignment ***Right*** and ***No Dot Leader*** to make the blank space before the number. At the end of each table of contents entry, insert a tab, which should create the dot leader. Insert a second tab, which should make the space and right align the page numbers. Additional tab stops should be added at .3" (.75 cm) and .6" (1.5 cm)—left, no dot leader—for indenting the second and third level headings (see below).

Troubleshooting. If you have typed your table of contents before setting up the tabs, here are several suggestions.

1. Before you set up your tabs, highlight the ENTIRE Table of Contents. This way, the tabs will be set for the entire section you typed. Otherwise, you may need to re-enter the settings multiple times.

2. From the ***Home*** tab, click on the paragraph icon (¶). This is a toggle on/off, and will show you where you have spaces that may need to be erased, and other formatting features. You can turn it off again once you have seen what you need to.

3. Make sure that you remove all spaces, and format with tabs. Spaces will create an uneven line anywhere you use them.

4. Do NOT use the period with spaces between to try to make a dot leader (. . . . . .). It will never be evenly spaced.

Automatic method. A better way to achieve the needed consistency is to generate the table of contents automatically. This takes a bit of time to set up, but if any headings move to a different page, you can update the table of contents automatically.

To use the automatic method, you first must set up ***Styles*** so that the headings are formatted properly. These headings, once set, will be used for generating the table of contents. The easiest way to do this is to type a Level 1 entry heading correctly (with the correct spacing and capitalization, bold, etc.), and then *right click* on ***Heading 1*** using ***Home>Styles>Heading 1***. Choose ***Update Heading 1 to Match Selection.*** This means that the computer will take your heading as the new "normal" for Heading 1. Do the same with headings for Levels 2 and 3. Once these are set correctly, you only need to highlight any new heading, and click on the correct style—heading 1, 2, or 3, and it will be formatted correctly, AND marked for the table of contents. The automatic table of contents does not yield a dotted line with a small space before the numbers, as illustrated above in the manual method. As long as the numbers are properly right justified, this space is not required. If you use automatic table of contents generation, you do not need a space between the dot leader and the page numbers.

Generating the table of contents. When you have marked all your headings (at least 3 levels), create a blank page where you want your table of contents, and select ***References>Table of Contents>Automatic Table 2.*** This should give you a complete table of contents, but ONLY IF you have marked all the headings properly. If you have missed some, they will be missing in the

list. Check carefully.

   Updating the table of contents. If you need to update the table of contents because you changed some things or made some mistakes, simply *right-click* on the table, and choose **Update Field**. Note that you can choose to update everything (this will destroy any formatting you have done), or just the page numbers (this will not destroy your formatting, but it will also not update the titles).

   Troubleshooting. There are MANY things that can and will go wrong with the table of contents as you format it. *Microsoft Word* cannot do everything. Once you have finished generating your table of contents, there WILL be things you need to format manually. Fortunately, the generated text can be edited just like any other text you typed. Here are some of the most common things you will need to do/problems you may experience.

1. ***The chapter titles are not formatted properly.*** Microsoft Word does not do these. You will need to enter the word "chapter" and put in the numbers, and delete the extra lines Word created.

2. ***The spacing is not correct for AUA standards.*** The spacing required for your table of contents will have to be done manually. Check where you need double-space, single space, etc.

3. ***The indentations for section headings are not right.*** Word should put in the 3 levels of headings with proper indentations for you. If not, you can do it manually. Set tabs at appropriate distances (often .3", .6", and .9" or .75 cm, 1.5 cm, and 2.25 cm).

4. ***I have moved my text around (or edited the titles), but the table of contents has not updated itself to match the changes.*** Solution: Right click on your table of contents, and ask it to update. If it is text that needs to be updated, it will destroy your formatting, and you will have to re-do it. If it is only numbering, you can just update the numbers.

5. ***When I update the table of contents, all the formatting changes I made disappear.*** The solution is to update ONLY the page numbers, NOT the entire table of contents.

6. ***When I generate the table of contents, there are several headings that don't belong there.*** This is because those headings were marked with the style of **Heading 1**, **Heading 2,** etc. Go to that place in your document, highlight the text, and select **Normal** from the list of styles. When you regenerate the table of contents (or update it), this text will no longer show.

7. ***The title* Table of Contents *is not according to AUA standards.*** Just fix it. Type it as it should be, making sure to put it at 2" (5 cm) with the correct space (triple space, or 2 blank lines) after it. Make sure it is in the same font as the rest of your document.

8. ***There is formatting I don't like, but I can't see what it is actually doing.*** Click on the paragraph icon (¶) on the ***Home*** menu, and it will be visible, then you can edit it.

Track Changes

   Track changes is a feature of Microsoft Word that allows another reader to make comments on your writing, or even to make changes, but keeps track of all those changes so that the original author can see exactly what was changed. It is a handy tool that most of you can/should use if your advisor is at a distance and you need to send revisions back and forth via e-mail. Later, the original author can accept or reject the advice from the "editor" and can introduce new changes of his own, which will show up in a different color from the editor's work.

   Changes such as additions or deletions will be marked automatically if Track Changes is turned on, but additional comments can be made as well. These will show up in the margins, or in the text itself, and must be deleted by the author once they are no longer needed. Like any other document, however, if you do not save the file once you are done making the changes, you will lose your work.

To turn on Track Changes, go *to Review>Track Changes* on the menu bar in Word and click on it. Click in the same place again, and it will turn off. Under Review, you will see a menu bar showing the buttons needed for working with the changes—Accept, Reject, New Comment, etc. Note the Previous/Next buttons—these are very useful for finding comments in a large document, as they will take you from one comment or change to the next—you do not need to search for them page by page.

Tracking sometimes shows up in the right margin, and sometimes in the text itself. The problem with the in-text version (with strikethrough) is that it does not show the true page breaks. The version in "balloons" makes the entire page a little smaller (temporarily), but DOES NOT CHANGE the format, which means that your actual page breaks will be exactly the same as what you see on screen. Unfortunately, the Word default is NOT to put the changes in balloons, but in text. To change this, click on *Review>Show Markup>Balloons>Show Revisions in Balloons.*

Play with the tools to become familiar with them. Notice that you can accept each change one by one, or you may read a whole paragraph or two, highlight that section, and accept all the changes in that section by clicking on the arrow on the right side of the *Accept Change* button. You may even accept ALL the changes in the entire document, but unless you have blind faith in your editor, this option is not recommended. Accepting all changes will NOT remove all the comments—those must be removed one by one, as you are finished with them.

If you have removed all marks but your document still looks pushed to one side, as if there were still comments present, choose the *Accept all Changes in Document* button, and this will remove any last mark that might have remained by accident, and the formatting will go back to normal.

Chapter 5
AUA Standards

The format requirements in the *AUA Standards for Written Work* take precedence over requirements in the APA or Turabian style manual for formatting purposes. This chapter summarizes and illustrates the formatting rules for the convenience of the researcher.

Specifications

Paper: A4 size (8.27" x 11.69" 21 x 29.7 cm), at least 80 g/m^2, with high whiteness/ brightness.

Font: A *proportional, serif* font is required (Times New Roman or similar). Text should be 12 points. Footnotes may be 10 or 12 points. Data in tables and figures may be as small as 10 points. The font size chosen must be used consistently. Table titles and figure captions remain 12 points.

Alignment: All body text should be left-aligned, not justified.

Margins: 1.5" (3.75 cm) left, 1.0" (2.5 cm) top, right and bottom margin for all pages. The initial page of a chapter or a major section (e.g., Table of Contents, Bibliography) has a 2-inch (5 cm) top margin. The page number should be at .5" (1.25 cm) from the bottom of the page (see Computer Tips Chapter for details).

Page Numbering: Numbers are placed at the bottom center, in the same font/size as the text.

Line Spacing: Generally, the text is double spaced. Titles, tables, and headings have specific rules for spacing which need to be followed carefully and consistently—check the appropriate sections of this chapter. A generic summary is as follows:

>*Single space:* reference list/bibliography, footnotes, tables (usually), headings (internal spacing), table/figure notes, between table title and table, Turabian block quotes
>*Double space:* Title page, body text, after headings, between reference/footnote entries, between main divisions of table of contents and subsections, lists of tables/figures, APA block quotes.
>*Triple space:* Before major headings (levels 1 and 2) preceded by text, after chapter titles
>*Two double spaces:* Before/after tables/figures

Organization of Research: Research contains preliminary pages, body, and references, presented in a required order and counted and/or numbered according to specific rules.

>*Preliminary pages:* Use lower case roman numerals. Every page is counted after the abstract, but not all have a number on them. A blank page begins and ends the work.

1. Abstract (approximately 350 words)
2. Title page (page i, but the number does not show till table of contents)
3. Copyright page (optional)
4. Approval page (AUA will add the signatures once the work is approved)
5. Dedication page (optional—if you use it, keep it short)
6. Table of contents (page numbering shows from here through acknowledgements)
7. List of tables (if 5 or more are used)
8. List of figures (if 5 or more are used; combine on one page with list of tables if possible)
9. List of symbols and/or abbreviations (if 5 or more are used at least 3 times each)
10. Acknowledgements (optional)

>*Body of thesis/dissertation:* The body begins with page 1.

11. Body of thesis/dissertation/project (divided into chapters)

>*References/Bibliography:*

12. Appendix(es) with title(s) for each appendix (numbers not shown on title page)
13. References/Bibliography
14. Curriculum Vitae (fits on one page)

Sample Pages With Detailed Explanations

The old adage tells us that a picture is worth a thousand words. This section presents sample pages, which are pictures of what your AUA research paper should look like. The chapter shows samples of all types of pages required for a thesis or dissertation, with tips on how to format them correctly. These pages indicate the AUA required format for projects, theses, or dissertations. The format of these pages is also appropriate for other written papers. The *recommendations are mandatory except where specifically indicated otherwise.* Not every study necessitates the inclusion of all the sample 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.

The sample pages that follow appear in the same order in which they will be placed in the final project or thesis. Detailed explanations are placed on the left-hand pages, with sample pages on the right throughout this chapter. Where there are differences, both APA and Turabian examples will be given. ***Explanations marked with grey circles are illustrated on the sample pages.***

Abstract

The project, thesis, or dissertation begins with the abstract, which is a brief, comprehensive summary of the contents of the document. The abstract must follow AUA standards and include the required information. The abstract contains no page numbers and no references.

Abstracts are no longer technically restricted to the traditional 350 words for a dissertation and 120 for a thesis, however, it is still a good rule of thumb. An abstract that is dense with information, concise, and quickly comprehensible will make your paper easier for others to find and cite your work. Include key words in the abstract that will enhance other researchers' ability to find your research in a database. An abstract may or may not have titled sections.

Abstracts for an empirical study include

Problem	A clear statement of the concerns that motivated the study.
Purpose	A concise summary of what you hoped to accomplish with this study.
Method	A clear but brief description of the subjects and pertinent characteristics (number, age, gender) and the methods used (data-gathering procedures, instruments, etc.) in the study.
Results	The major findings, including statistical significance levels.
Conclusions	A list of conclusions, implications, recommendations, and applications.

Abstracts for a theoretical or philosophical study include

Topic	A clear statement of what the study is about, in one sentence if possible.
Purpose	A statement describing the organizing construct and scope of the paper.
Sources	An indication of the basic literature used and/or personal observations.
Conclusions	A statement of conclusions reached with implications or applications.

1. The abstract begins 2" (5 cm) from the top of the page, the same as all other chapter or major section headings. The abstract pages are neither counted nor numbered.

2. The title is in capital letters: THESIS ABSTRACT, DISSERTATION ABSTRACT, or PROJECT ABSTRACT. Following are details about your degree and your school.

3. Single space within headings, double space between them.

4. The title of the research is block indented (hanging indent) and all capital letters.

5. Use the exact headings and information given here. Include the degree of your advisor (verify that you have it correct). The date completed is the defense date.

1

DISSERTATION ABSTRACT

Doctor of Ministry
Emphasis in Leadership

Adventist University of Africa

Theological Seminary

3

TITLE: POSSIBLE CORRESPONDENCES BETWEEN CHURCH GROWTH
PRINCIPLES AND NINE CHURCHES IN NAIROBI, KENYA

Researcher: Philip Hakizimana

Faculty advisor: Zacchaeus Mathema

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PROJECT ABSTRACT

Master of Arts in Pastoral Theology

Adventist University of Africa

Theological Seminary

Title: AN EXAMINATION OF SPIRITUAL PARENTING AS A STRATEGY FOR
DISCIPLE-MAKING OF NEW CONVERTS IN KUWADZANA CENTRAL
ADVENTIST CHURCH, ZIMBABWE   4

Researcher: Zibusiso Trust Ndlovu

Faculty advisor: Jonathan Musvosvi, DMin

Date completed: June 2013

5

Christ mandated the Church to "make disciples" (Matt 28:19, 20) and has equipped
all church members for the task through provision of spiritual gifts (Eph 4:11-13). A disciple
can be identified by at least five qualities that Jesus espoused which are, willingness to
endure suffering for the sake of Christ (Matt 10:24-25); living in total allegiance to the
lordship of Christ (Luke 14: 26, 27, 33); obedience to the teachings of Jesus (John 8:31-32);
loving unconditionally with Christ-like love (John 13:34); and bearing fruit by making other
disciples for Christ (John 15:8). Thus a local church can and must know if they are making
disciples.

After careful study of disciple-making and spiritual parenting in the Bible, the
researcher investigated to what extent the Kuwadzana Central Seventh-day Adventist Church
(KCC) spiritual parenting program was meeting the goal of making-disciples, and what were
the reasons for its success or failure. Various aspects of the spiritual parenting program with a
group of spiritual parents and spiritual children from the period 2009 to 2011 were studied.

Title Page

A title page must appear on all papers. Even class papers require the use of the AUA title page. The format is the same for any paper, except for the name of the department and the degree. Watch carefully for capitalization rules and follow the AUA format and wording exactly.

1. The title page is page i, but the number does not appear on the page. All preliminary pages after this are counted, but some are not numbered.

2. The date used on the title page is the month of the thesis defense or project approval.

3. The title page is generally double spaced, and approximately centered on the page.

4. The first line should begin 2" (5 cm) from the top of the page, with the title beginning at 4" (10 cm), the description of the research beginning at 6" (15 cm), and the word *by* beginning at 8" (20 cm).

5. The title should be as short as possible (10-12 words is ideal) but should clearly state what the study is about. If the title is more than two lines long, it should be single spaced.

6. No line of the title should be more than half the width of the page. Line breaks in the title should come at logical points, and a general inverted pyramid shape should be attempted.

7. Follow the wording and the capitalization rules **exactly**. If you have questions, check with your advisor or the AUA Editor.

4

Adventist University of Africa

School of Postgraduate Studies

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE

AND DECISION MAKING

6

Adventist University of Africa

Theological Seminary

3

A STRATEGY OF RECLAIMING MEMBERS FROM
THE PENTECOSTAL/CHARISMATIC MOVEMENT
IN MUFAKOSE DISTRICT, ZIMBABWE

5

A project

presented in partial fulfillment

of the requirements for the degree

Master of Arts in Pastoral Theology

by

Morris Mlambo

July 2013

2

1

Copyright Page/Creative Commons Licensing

Copyright indicates the intellectual ownership of material. While it is not required to copyright your AUA project, it is encouraged. Use of copyrighted material is limited to (a) "fair use" or (b) licensed use. A simple copyright notice can be done using the sample statement on the following page.

Creative Commons is a licensing structure similar to copyright that is used extensively for academic works. The license is selected and noted by the author at the front of the work, and does not require the intervention of any external body. While copyrighting of a thesis or dissertation is entirely optional, and your work does have some rights just because your name is on the cover, AUA recommends Creative Commons Licensing as way of encouraging academic sharing.

The licensing scheme is summarized in the table below. AUA recommends *Attribution-Non-Commercial, Share Alike* as the default option for theses and dissertations, but students are free to select any of these options, in consultation with their advisor. Licenses below the dark line on the table do not allow others to use your work commercially.

The sample copyright page on the facing page is for the AUA default option. For the text for any other license, go to http://creativecommons.org/about/licenses and select "view the license deed" for your preferred license. Copy that text and paste it on the copyright page of your thesis/dissertation.

License	Free to	Conditions	Implications
Attribution (cc by)	Share Remix Sell	Credit must be given as specified by licensor	Free to do anything to or with the work as long as credit is given to the licensor.
Attribution Share Alike (cc by-sa)	Share Remix Sell	Credit must be given as specified by licensor Any derivative work must carry the same license	Free to do anything provided that any adaptation of the work carries the same license as the original work.
Attribution No Derivatives (cc by-nd)	Share Sell	Credit must be given as specified by licensor No derivative works	You cannot remix the work; you can only use it as it is or sell something that includes it, if you give credit to the licensor of the work.
Attribution Non-Commercial (cc by-nc)	Share Remix	Credit must be given as specified by licensor Derivative works may not be sold	Free to do anything with the work as long as credit is given and it is for non-commercial purposes.
Attribution Non-Commercial Share Alike (cc by-nc-sa)	Share Remix	Credit must be given as specified by licensor Any derivative works may not be sold, and must carry the same license	Free to do anything provided it is for noncommercial use and that any adaptation of the work carries the same license as the original work.
Attribution Non-Commercial No Derivatives (cc by-nc-nd)	Share	Credit must be given as specified by licensor Work may not be sold, and you may not create derivative works based on the original	You cannot remix the work. You may use it as it is, but may not adapt a survey or table for your use without specific additional permission. As always, you must give credit to the source. You may not sell this work or use it for commercial purposes.

Key

   Share: To copy, distribute and transmit the work

   Remix: To adapt, add to, or restructure the work

   To give credit: Credit must be given as to the source of an idea in the manner specified by the licensor, but not in any way to suggest that the licensor endorses you or your use of the work

Approval Page

        The format of the approval page is finalized by AUA at the time when it is signed, but it is up to the student to prepare a page that is as correct as possible.

1. This page is not numbered, but it is counted.

2. The format is much like the title page, with headings at 2" (5 cm), 4" (10 cm), 6" (15 cm) and 7" (17.5 cm).

3. Follow the wording for the standard parts of this page EXACTLY.

4. The number of signatures on this page depends on the makeup of the student's committee and the degree sought.

5. Center the name and position of the committee member under that individual's signature.

6. When all committee members have handed in grades for the paper and the editor has signed approval, the dean signs the approval page. At this point, the research is considered completed, and the document is ready for copying and binding.

7. The date on the approval page is the date the Dean signs, as opposed to the date on the title page, which is the month of the defense or the date of committee approval.

DESIGNING AND IMPLEMENTING A STRATEGY TO INCREASE
PARTICIPATION OF CHURCH MEMBERS IN PERSONAL EVANGELISM AT SDA
CHURCH FORT PORTAL CENTRAL-KAGOTE
IN WESTERN UGANDA FIELD

A project

presented in partial fulfillment

of the requirement for the degree

Master of Arts in Pastoral Theology

by

Nyakoojo Kaliisa Denis

APPROVAL BY THE COMMITTEE:

_____
Advisor: Gebre Worancha, DPTh, PhD

_____   _____
Reader: Eriks Galenieks, PhD   Dean, Theological Seminary
                                                                    Sampson Nwaomah, PhD

Extension Centre: AUA Main Campus

Date: August, 2013

ELD

by

Dennis John Rabson Matekenya

APPROVAL BY THE COMMITTEE:

_____   _____
Advisor: Joseph Bandawe   Dean, School of Postgraduate Studies
Kuthemba Mwale, PhD   Willard Munger, PhD

_____
Reader: Herbert Ndlovu, DMin

Extension Centre: Helderberg College, South Africa

Date: _____

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Dedication (optional)

If you make a dedication, keep it brief, and center it on the page. This page has no printed number (but it is counted), and does not usually carry a title.

To God be the Glory

Dedicated to Burka SDA Church
and the spiritual leaders of Northeast Tanzania Conference

Table of Contents

Any paper longer than 20 pages should have a table of contents. This can be generated automatically or manually, but it must be done carefully, as many revisions are frequently required in this section.

1. The table of contents begins with headings of pages that come **after** the table of contents in your manuscript. Earlier pages may have headings of the same level, but they are not included in the table of contents list.

2. While the page count begins with the title page, the actual printed numbers begin with the table of contents. All preliminary pages beginning with the table of contents have lower case roman numerals, which are printed at the bottom center of each page. (For help with how to achieve this in Microsoft Word, see Chapter 4).

3. The table of contents must reflect **the first three levels of subheadings used**; it may (but does not need to) include the fourth level.

4. All entries must **reconcile accurately** (word-for-word, including punctuation) with the headings and page numbers in the text. For this reason, the table of contents should be the last thing checked before printing. The wording of the subheads in the table of contents should contain *exactly* the same wording as in the text of the paper.

5. Heading entries are aligned by levels, each level one tab stop (usually .3" or .75 cm) indented further than the one before.

6. Dot leaders are placed between the heading and its corresponding page number. For aesthetics and neatness, there is often a blank space (.3" or .75 cm) between the last dot leader and the first digit of the page number. If you do not use automatic table of contents generation, define a tab stop with dot leaders so they are uniform (see computer tips chapter). Do not enter the dots manually, with spaces between, because they will NOT look evenly spaced.

7. Run-over lines should be indented three spaces (.3" or .75 cm); text should not extend beyond the last three dot leaders.

8. Table of contents entries for chapter headings (and other major sections such as List of Tables, Appendices, Bibliography, etc.) are uppercase, flush left, single-spaced and indented if there are run-over lines, and separated from subheading entries by a blank line.

9. Subheading entries are title case and single-spaced.

10. Double space between appendix entries.

TABLE OF CONTENTS

1

8

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2

List of Tables (if required)

1. When five or more tables appear in your text, include a list of tables.

2. The title begins 2" (5 cm) from the top of the page, as do all major section titles.

3. If both the list of tables and the list of figures can fit comfortably on one page, put them together; however, each retains its own title.

4. The titles for lists of tables, figures, and abbreviations are all capital letters, like any chapter title, with a triple space after.

5. The wording of the titles of tables in the list should correspond *exactly* with that used in the tables as they appear in the text.

6. Titles are title case, just as in the text. Entries are single spaced, with double spacing (or at least 1.5) between them.

7. Table and figure numbers are included in the list of tables and figures. Note that the dots after the numbers must line up.

List of Figures/Illustrations (if required)

8. When five or more figures (or illustrations) are used in your text, a list of figures is required.

9. The wording in the list of illustrations should correspond *exactly* with the legend that appears beneath the illustrations in the text.

10. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list.

11. As for any other title in the table of contents, if the figure title is too long to fit on one line, move it to the next line, allowing for at least 4-5 dots of dot leader. The run-over line should be indented 3 spaces (.3" or .75 cm).

12. As in the table of contents, there should be at least 3 characters (.3" or .75 cm) of space between the end of the dot leaders and the page numbers, which should end flush with the right margin. The white space can be missing, but the numbers MUST be right-justified.

LIST OF TABLES

LIST OF TABLES

LIST OF ILLUSTRATIONS

List of Abbreviations (if required)

1. A paper that uses five or more abbreviations at least three times each—especially in footnotes as done in the Seminary—must have a list of abbreviations.

2. The title begins at 2" (5 cm) and the list is double spaced between items.

3. When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation.

4. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Do not add punctuation or anything additional. Use tabs, not spaces, to create the second column.

5. Abbreviations of books or journal titles are in italics. Abbreviations of book series are not in italics.

Acknowledgements (optional)

This is the place to thank those who have helped you and supported you in this research. It is appropriate, but not required. If you write an acknowledgements section, try to keep it to a maximum of two pages.

6. The title, ACKNOWLEDGEMENTS, begins 2" (5 cm) from the top of the page, with a triple space (2 blank lines) after it, as for all similar headings.

7. Acknowledgements should include committee members and family/friends who have supported you during your research.

6 ----→ ACKNOWLEDGEMENTS

I would like to thank God for sustaining me this far as I was doing this study. All glory and honor goes to the Almighty. I also want to appreciate the support I got from my dear wife Ropafadzo and our lovely daughter Nandipha. My sincere gratitude goes to my dear parents Mr. and Mrs. R. Muzira, my brother Alexander Muzira and family, Sister Kumbirai Shumba and family, young sister Eunice Muzira, my brother Dr. R. Muzira and wife and the entire family members for their unwavering support; God bless you. Many thanks to Mr. N. Muzondo and the great family of Chitungwiza West District for your support in this work—may our good Lord enlarge your territory. To my Adviser Dr.

2 ----→ LIST OF ABBREVIATIONS

CMF	Central Malawi Field
CMF	Central Malawi Conference
GC	General Conference
LIFE	Learning, Initiating, Facilitating and Entrenching
MUM	Malawi Union Mission
SDA	Seventh-day Adventist
SID	Southern Africa Indian Ocean Division

4

Text

All pages of the text and all reference materials that follow are numbered with consecutive arabic numerals. The text is generally double spaced throughout, except Turabian style block quotes, some lists, headings, tables, and figures (see details below). Chapter numbers are written in arabic numbers. The text should be organized logically according to the nature of the study. Empirical research often has a typical 5-chapter model.

Introduction Explains the goals of the study and an idea of what follows; titled Chapter 1.

Body of Paper Describes the study, including a review of previous research, and for empirical studies, the results and an interpretive discussion. The organization will vary with the discipline, but arguments must be logically presented and supported with facts.

Conclusions At the close, the principal findings are briefly stated. The conclusion contains the final discussion of the findings and implications of the study, with recommendations for further research. In short papers, the introduction and conclusion may not have chapter status. If one is a chapter, the other should be also.

Headings

In a manuscript or research paper, headings serve as an outline, showing how the study is organized. These subheadings must be formatted properly and used in the correct order.

1. A chapter title is in all capital letters. It begins at 2" (5 cm) from the top of the page, and should have a double space between chapter number and title, and a triple space between the title and the text.

2. If the first section of a chapter serves as an introduction, it need not be labeled as such.

3. Abbreviations are rarely used in titles and headings, and words may not be hyphenated at the end of a line. Headings generally have little or no punctuation.

4. Headings should be concise but descriptive. Generally, a section should have at least 2-3 paragraphs. Rarely should a heading be followed immediately by another heading with no intervening text. There are exceptions, but there can never be three successive headings: there must be some text after the title and before the next section.

5. If a section is divided, it must have at least two subsections. ***Only one subsection*** under a heading level is ***unacceptable***.

6. The first two heading levels are written in *title case* (also called *headline style*), with the major words capitalized. The last three levels (3, 4, and 5) are in sentence style (the first word and proper nouns are capitalized), ending with a period. See examples on pp. 40-41.

7. Heading levels 1 through 3 cannot extend beyond one half the width of the line. A long heading must be broken into two lines, single spaced, with the first line usually longer than the second.

8. At least two lines of text must appear after the heading at the bottom of a page.

CHAPTER 1

INTRODUCTION

Marriage institution was originated by God in the Garden of Eden at creation. It did not begin after the fall of man. The intended purpose of marriage was to be a permanent relationship between husband and wife. However, in Kabwe East Mission District, divorce has hit some families. The available statistics of divorce in Kabwe East Mission District reveal that divorce is escalating among believers.

Divorce has devastating effects on the couple themselves, children, dependents, relatives and the entire society. The divorces prevalent in this area may affect the church's reputation in view of its

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Organization of Small Groups

The importance of small groups is well known in the world today. By definition a small group refers to a small number of people (usually between four and ten) who meet with the specific intention to grow."[1]

Presentation of the Results

In the data collection we used a group questionnaire, group interviews, and focus groups. We constructed a questionnaire in order to investigate the "attitudes of members toward polygamy in Basoko Seventh-day Adventist Church." This questionnaire contained a number of items including ten which dealt with polygamy. On Saturday afternoon March 5, 2011 we sent the instrument to each group involved in the project.

As the discussion was going on, one of the interviewers was taking notes in order to report an accurate description of the participants' feelings, moods and views. The interviewers collected the data and brought them to me. Then, together we began a systematic question-by-question analysis of the reported summary of the discussions. The purpose of this analysis was to prepare suggestions for a program to address the polygamy in the Basoko church and his groups. The next section will deal with our findings.

**Analysis of the Cultural Factors
and Religious Dynamics**

During the research process, 40 instruments were sent to Basoko church. With the follow-up of my assistants, 36 members returned the questionnaires. This represents a 90 percent

_____
[1] Bill Donahue, *Leading Life-Changing Small Groups* (Grand Rapids, MI: Zondervan, 1996), 21.

Sample Headings

Below are samples and explanations for how to create each level of subheading in an AUA research paper. The recommendation is to keep headings to no more than 3 levels, if possible.

CHAPTER 1	*Level 0* (Chapter Titles)
INTRODUCTION	(centered, all capitals)
Experimental Programs in North American Seventh-day Adventist Education	*Level 1* (centered, title case, bold)
Experimental Programs in Religion	*Level 2* (left margin, title case, bold)
Student-teacher cooperation. The cooperation that exists between the students and . . .	*Level 3* (indented, bold, sentence case, ending with a period)
Importance of student input. There really is a need to listen to what students have to say . . .	*Level 4* (indented, bold, sentence case, italics, ending with a period)
Students feel responsible. When the students feel ownership of their learning, several interesting . . .	*Level 5* (indented, italics, sentence case, ending with a period)

Heading Spacing

Below is a summary of how much space should go before or after each heading.

Two Double Spaces (Three Blank Lines)

Before and after tables and figures

Triple Space (Two Blank Lines)

1. After chapter titles or Level 0 section headings (table of contents, reference list, etc.)
2. Before major (Level 1 and Level 2) headings that are preceded by text.

Double Space (One Blank Line)

3. Between lines of text in the body of the paper
4. Between a two-line title on the title page
5. Between major headings and text or consecutive headings with no intervening text
6. Between body text and subheads that end with a period

Single Space (No Blank Line)

7. Between lines of a title (chapter title, table title, or subhead) when it is more than one line long
8. Between table number and title and actual table

History and Trends of Doctoral Education

Doctoral education has undergone immense changes since its origin. The following sections will give an overview of the development, critical issues and trends involved. Furthermore, it will become apparent that doctoral education is not a unified phenomenon, but differs in conventions and curriculum between countries and fields of study.

Doctoral education development. The present conception of doctoral education was born in Europe. In the beginning of the 19th century in Berlin, Germany, Von Humboldt conceptualized doctoral education, as it is known today. He initiated the PhD degree with an emphasis on providing students with opportunities to engage in original and creative research under the guidance of a *Doktorvater*, a senior professor (Taylor & Beasley, 2005).

Doctoral education hist

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quality of doctoral education a

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Single Space

Triple Space

Double Space

**Examples of Young Women Serving as Deaconesses
in the Early Church**

During the early centuries there is mention of women deacons (*diakonos*), deaconesses (*diakonissa*), and widows (*cheira*) as recognized church leaders. They shared a great role in the church that did not appear to conflict with that of men. The study of these women would fill many books. Here I will note information regarding the existence, tasks, and ordination of women in the diaconate.[1]

The Existence of Deaconesses

Somewhere between 111 and 113, Pliny the Younger, governor of Bithynia, wrote Emperor Trajan, asking how he should deal with Christians. In the letter he tells of questioning two women, called *ministrae*, the Latin equivalent of *diakonos*.[2]

Of the ministry of women, Clement of Alexandria (ca. 160-215) wrote:

But the apostles in conformity with their ministry concentrated on undistracted preaching, and took their wives around as Christian sisters rather than spouses, to be their fellow-ministers [*sundiakonous*, "fellow deacons"] in relation to housewives, through whom the Lord's teaching penetrated into the women's quarters without scandal.[3]

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1 For further information on the history of female deacons, see "The History of Women Deacons," at http://www.womenpriests.org/traditio/deac_ovr.htm. See also John Wijngaards, *No Women in Holy Orders? The Ancient Women Deacons* (Norwich, UK: Canterbury Press, 2002). While Wijngaards interprets the evidence as including women deacons in the clergy, Aimé Georges Martimort, whose careful analysis, *Deaconesses: An Historical Study* (San Francisco: Ignatius, 1986), is considered a classic on the topic, questions whether they were considered clergy. See also Philip Schaff, *History of the Christian Church*, vol. 3, *Nicene and Post-Nicene Christianity, A.D. 311-600*, section 52, "The Lower Clergy," http://www.ccel.org/s/schaff/hcc3/htm/iii.viii.v.htm#_fnf5 (9 April 2009).

2 Pliny *Letters* 10.96.

3 Clement *Stromata* 3.6.53; English translation from *Clement of Alexandria*, The Fathers of the Church, vol. 85 (Washington, DC: Catholic University of America, 1991), 289.

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Footnotes

Turabian style requires reference information and certain types of supplementary discussions to be placed in footnotes. APA style does NOT require footnotes at all, and recommends that most pertinent discussions be place in text. APA does allow some tangential discussions or explanations to be placed in footnotes if such is deemed beneficial. For that reason, most of what is in this section is mainly for Turabian users.

Different word processors deal slightly differently with footnotes. The student is not required to reprogram the computer to meet an arbitrary standard, but consistency is important.

1. Footnotes may be 10-12-point font, but must be consistent throughout the entire document. Footnotes are single spaced, with a blank line between them.

2. Footnotes are indented the same as a paragraph or a block quotation—usually .5" (1.25 cm).

3. Footnotes are now numbered consecutively from the beginning to the end of the chapter (Turabian 8). A new chapter begins again with footnote number 1. For information on how to do this in Microsoft Word, see the Computer Tips chapter.

4. A footnote must begin on the page it is cited. It should begin and end on the same page whenever possible. If there is not room for it on one page, transfer a line or two of text to the next page so that the footnote falls on a page with more space. A very long footnote may appropriately break over more than one page.

5. The computer will put a separator line before a footnote. The length of this line is not important, but it is usually about 20 spaces. Set the footnote options for "below the text" rather than "at the bottom of the page."

6. The separator line may or may not have a blank line after it before the first footnote, depending on the computer software and settings used. Both ways are acceptable (with or without a blank line before the first note), but the document must be consistent from beginning to end.

7. When a footnote is continued from one page to the next, the computer may make this separator line the full length of the line. This is perfectly acceptable, as it indicates a continued footnote, provided the footnote **should** continue on the new page.

8. Footnotes provide very important information about the sources cited. They should contain the author's name, the city and state or country of the publisher, and other important details. Work with the information in the Turabian chapter of this book to be sure to provide the correct information in EACH footnote.

9. Take care to note when italics, parentheses, and capital letters should be used. Take special care when copying unfamiliar names and places, as MANY unnecessary errors are made at this point.

10. Pay special attention to the spacing after punctuation in footnotes (one space), the blank line between footnotes, and the full stop (period) at the end of each footnote.

11. Ibid. can be used when a source is repeated on the same page. Note the proper usage with a period and comma when a page number is needed.

12. Be sure that every source cited in a footnote is placed in the Bibliography at the end of the text.

13. In Turabian, page numbers are NOT indicated with the word *page*, or the abbreviation, *p.* (APA does use the p.)

14. Bible texts do not need to be placed in a footnote unless the list of texts is long (more than 3). Note that if the text is placed in parentheses, it is part of the sentence, and the full stop **follows** the reference. Bible information is not included in the Bibliography.

probably place more significant value on its responsibility to the new convert's spiritual well-being. Caution may need to be exercised, however, in order to avoid over dependence on the part of the convert.

Were KCC members generally aware of and using their spiritual gifts with the intent of edifying one another? If not what could have been the reasons?

Biblical Basis for the Practice of Spiritual Parenting

Is there a biblical basis for a child-parent model as a strategy for disciple making in the local church? Various scripture imagery is used to depict the relationship between new believers and older converts. For example, Christ gave charge to the apostle Peter to "feed my lambs" (John 21:15). Adam Clarke saw the "lambs" as designating young converts and the command is given to look after them.[1]

The Imagery of Children

Christ used the imagery of children to describe immature Christians in general (Matt 11:25; Matt 18:5, 6)[2] as it is used also elsewhere in the NT. In 1 Corinthians 3:1, Paul describes the Corinthians as babes in Christ because of their spiritual immaturity. Christians must "no longer be children... but may grow up in all things into Him who is the head – Christ" (Eph 4:14, 15). The one who is unskillful in the word of righteousness is called a "babe" (Heb 5:13).[3] Thus *spiritual child* seems to be a fitting designation for a mentee in a spiritual parenting program.

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[1] Adam Clarke, "More than these?" (John 21:15), *Adam Clarke Commentary*, PC Study Bible, Biblesoft, 2007.

[2] "Little Child" (Matt 18:5) *SDABC*.

[3] Vine states two instances of the metaphorical meaning of the word "babe" (Gr. Nepios) which particularly correspond to the state of the new convert: (1) "those who are so to speak partakers of milk and without experience in the word of

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merely materials to distribute to those who come to Christ? No, it is obvious from the experience of successful follow-up programs, both in the New Testament and out of

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righteousness," (Heb 5:13) and (2) "of believers in an immature condition, impressionable and liable to be imposed upon instead of being in a state of spiritual maturity, Eph 4:14." William E. Vine, "Babe," *Vine's Expository Dictionary of the New Testament*, PC Study Bible, Biblesoft, 2007.

[4] Wiersbe, "The gentle mother" (1 Thess 2:7) *Wiersbe's Expository Outlines*.

[5] Moyer, 342.

[6] Moyer, 32.

[7] This can be evidenced by that he called Timothy a "son in the faith" (1 Tim 1:2; 2 Tim 1:2).

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Lists

A numbered list in the text alerts readers to the organization of your ideas. In any list, items must be parallel, both grammatically and conceptually. If you do not wish to indicate order or priority, a bulleted list is an acceptable alternative. A list in a paragraph may be indicated by lowercase letters enclosed in parentheses (e.g., (a) with another person, (b) alone).

1. **Spacing.** Lists are usually double spaced like the rest of the text, but may be single spaced (perhaps with double spacing between items) if it will increase readability.
2. **Capitalization.** Items in a vertical list should begin with a capital letter, and if they are sentences, end with a period.
3. **Numeration.** Arabic numerals should be used, followed by a period. If the list includes two-digit numbers, the decimal points should be aligned.
4. **Format.** Run-over lines should be indented to the same tab stop (hanging indent) as the first line of text.

Tables

Tables are efficient in presenting a large amount of data in a small space, where exact numerical values are shown and data are displayed in columns and rows, which aids comparison. Tables are much more common and numerous in empirical research, but can be used in any type of study.

1. **Introducing Tables.** Tables must be introduced by number before they appear in the text.
2. **Discussing Tables.** Do not simply repeat the table information in the text. Use the text to highlight important aspects of a table, or discuss possible implications, not merely the numeric results.
3. **Appropriate Language Use.** Table discussion should happen in simple English, not statistical jargon.
4. **Placement of Tables.** Place table(s) either at the top or at the bottom of a page, near (but not before) the paragraph where the table is first referred to and discussed.
   a. A table should fill the width of the page. If data are limited, extend the table lines and use the space in a way that makes it look nice.
   b. If only two or three lines of text fit on a page with a table/between tables, move the text to another page.
   c. Do not split a table across two pages unless it is larger than one page. Tables on a page with text or another table must be preceded or followed by two double spaces.
5. **Formatting Tables.** Format rules are listed here. Suggestions as to how to accomplish this on your computer are given in the chapter on Computer Tips.
   a. Table titles are placed **above** the table.
   b. Tables are numbered consecutively in the order they are mentioned in the text (e.g., Table 3).
   c. Do **not** use suffix letters or numbers (e.g., Table 3B or Table 3.1).
   d. The table number is italicized, 12 pt font, flush left, and followed by a full stop (period).
   e. The table title follows, in title case, with single spacing between title and table. If the table title is long, do not indent the second line.
   f. In the Appendix, tables are numbered using the capital letter of the appendix (e.g., Table C1).

Methodology and Procedure

This is a case study project. The following steps were taken in conducting the study:

1. Established, through Scripture, and other authors, the definition of discipleship and the mandate for making disciples in Christian mission.

2. Conducted a biblical survey to establish the biblical basis for the spiritual parenting practice.

3. Established, through Scripture, and other authors, the role of the spiritual parent.

4. Examined existing spiritual parenting or disciple-making models to identify examples of how the principle of spiritual parenting could be implemented taking into account biblical guidance.

5. Collected data from various records from the local church, local council and other sources.

6. Administered questionnaires and conducted interviews to determine the current state of spiritual parenting as a disciple-making strategy in the KCC.

7. Recomme[...] based on t[...] parenting.

8. Wrote the [...]

Summary

The findings of the condition of the current spiritual parenting program can be best summarized in the strengths, weaknesses, opportunities, threats (SWOT) analysis[1] in Table 4. This shows that, although spiritual growth is definitely valued, the program is not well understood, or carefully carried out. This means that, even though there is quite a bit of interest in Adventism in the community, and a great deal of interest in evangelism, those who join the church are not mentored well, and the drop-out rate is much higher than what it needs to be. In short, Table 4 shows us areas that the church needs to work on in order to achieve better and more consistent growth.

Table 4. SWOT Analysis of KCC's Spiritual Parenting Strategy

Strengths	Weaknesses
• Bible study highly valued • High baptism rate • Consistency in running spiritual parenting program	• Poor record keeping • Inadequate preparation for program • No training • Lack of commitment • Inadequate follow-up • Purpose and goal of spiritual parenting not clearly understood • Very slow reproduction of disciples for Christ • High new convert drop-out

Opportunities	Threats
• High level of interest in Adventism within community • Large membership • High interest in evangelism at a corporate level	• Abundance of church programs may cause the church to lose focus

[1]A SWOT analysis is a "situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy." "SWOT Analysis," *Business Dictionary*, http://http://www .businessdictionary.com/definition/SWOT-analysis.html (24 April 2013).

Tables (cont.)

6. **Spacing.** Tables may be single or double-spaced, based on readability and good taste. Vertical spacing can be adjusted by using format/paragraph/spacing before and after, and adding 2 or 3 points above and below each paragraph. Be consistent throughout the paper.

7. **Alignment.** Table content may be centered or flush left or right, depending on readability and good taste.

    a. Decimal points in a column must be aligned.

    b. Run-over lines in word entries may be indented by two spaces.

    c. There should at least be three spaces between the longest word in a column and the next column.

8. **Capitalization.** Column headings and text entries/table items are sentence case.

9. **Font.** The same typeface and font size used for the main body text should also be used for tables. However, for tables with a large amount of data, a smaller font size may be used (never less than 10 points). In this case, the same font size should be consistently used for all tables. **Note:** Font size for table titles should remain at 12 pts.

10. **Lines.** Use horizontal lines (1/2 point, not heavier) to separate table title from the headings, the headings from the body of the table, and the body from the table notes; generally, all other horizontal lines are removed unless they are necessary for readability. **Do not use vertical rules** in tables. Space above and below horizontal lines should be uniform across all tables.

11. **Continued Tables.** 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 second page, Table X *(continued)* appears as well as the title for the continued table and the table headings, and *(table continues)* appears at the bottom of the first page of the table.

12. **Landscape Tables.** Large tables or figures may be placed in landscape orientation. The table number and title should be closest to the 1.50" (3.75 cm) left margin (the binding side). The page number remains oriented in the same way as all other page numbers on pages with portrait (vertical) orientation.

13. **Notes.** Table notes begin with the word *Note* below the table, after a blank line. A smaller font size (as small as 9 pts.) may be used, but be consistent. Arrange the notes in the following order: general note (refers to the whole table), specific note (refers to part of the table), probability note. Tables reproduced from another source must be properly referenced in the note, giving credit to the source.

Table 9 (continued). Demographic Profile of the Doctoral Student Sample

Demographic variables (N = 359)		f	%
Gender (student)	Male	90	25.1
	Female	268	74.9
Age	20-24 years	18	5.0
	25-29 years	83	23.1
	30-34 years	75	20.9
	35-40 years	59	16.4
	> 40 years	122	34.0
Marital status	Single	86	24.0
	Living with partner	64	17.8
	Married	184	51.3
	Separated	1	.3
	Divorced	16	4.5
	Widowed	1	.3
Number of children	None	216	60.2
	1	45	12.5
	2	58	16.2
	3	22	6.1
	4	9	2.5
	5	2	.6
	> 5	3	.8
Ethnic group (student)	Asian	24	6.7
	Black	10	2.8
	Latino	6	1.7
	Middle Eastern	5	1.4
	White	293	81.6
	Other	13	3.6
Scholarship/grants/support	None	77	21.4
	Award	24	6.7
	Scholarship	141	39.3
	Graduate assistant	45	12.5
	Research assistant	32	8.9
	Other	27	7.5
Type of doctoral program	Research only	153	42.6
	Extensive course work & research	124	34.5
	Few courses and research	41	11.4
	Lecturing and research	14	3.9
	Academic activities & journal publications	13	3.6
	Other	10	2.8

(table continues)

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Table 2. Selected Educational Indicators Compared by GNI

Country (GNI level)	Goals/objectives	Plans/focus
Rwanda (Low)	The global goal of the Government of Rwanda is to reduce poverty and in turn to improve the well-being of its population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic develop-ment of Rwanda through the education system (Republic of Rwanda, 2008).	Many planning documents, focusing on increasing the quality and relevance of education, reducing discrimination, improving access, education for peace and democracy, and health and literacy (Republic of Rwanda, 2003, 2004).
Philippines (Lower middle)	To provide quality basic education that equitably accessible to all and lay the foundation for lifelong learning and service for the common good. This mission statements preceded by a vision statement including excellence in public service, love of country, empowerment, caring, responsiveness, enthusiasm, learning, and reaching the less advantaged. (Republic of the Philippines, 2008b).	Curriculum reforms have increased teaching time in areas like math and language (SEAMEO Innotech, 2003). Plans to add a "bridge" program between elementary and secondary, effectively lengthening elementary, low down grade inflation, and implement the new basic curriculum ("Repairing," n.d.).

teach (50% in math, 4% in physics) (SEAMEO Innotech, 2003)

Note. From "Economic wealth and educational concerns," by S. Vyhmeister, 2009, International Forum, 12(1), p. 25. Used with permission.

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Figures

Any type of illustration that is not a table is called a figure. A figure may be a chart, graph, photograph, drawing, or other depiction. Most guidelines for figures are similar to those for tables.

1. **Titles.** Figures in the main body are numbered (separately from tables) consecutively in the order in which they are first mentioned in text. The figure number is written **below** the figure in italics, and flushed left, ending with a period (e.g., *Figure 3.*); the caption is written right after the figure number, not italicized, in title case, just as for a table.

2. **Placement of Figures.** On a page, place figure(s) either at the top or at the bottom, near (but not before) the paragraph where first referred to and discussed. Do not place only a few lines of text on a page with a figure; if only a small amount of text fits, leave the figure alone on its own page. Two double spaces are used before and after figures within the text.

3. **Discussion.** As with tables, the text should expand, explore, and highlight the most interesting parts of the figure. It should not merely repeat the information included in the figure. The figure must be mentioned by number in the text before it appears on the page.

4. **Notes.** Notes for figures follow the same style as table notes (see above). Figures reproduced from another source must be properly referenced in the note, giving credit to the source.

5. **Readability.** All diagrams, drawings, and figures must be clear, sharp, and large enough to be readable. A figure may be reduced (but still readable) to accommodate the caption.

6. **Landscape Orientation.** The page number for landscape tables/figures should be in the same position as other pages in the text (portrait orientation).

7. **Emphasis.** If you wish to differentiate one part of a figure from another, do not use color. Instead, use different types of lines or fill, as color does not show up in a black and white document.
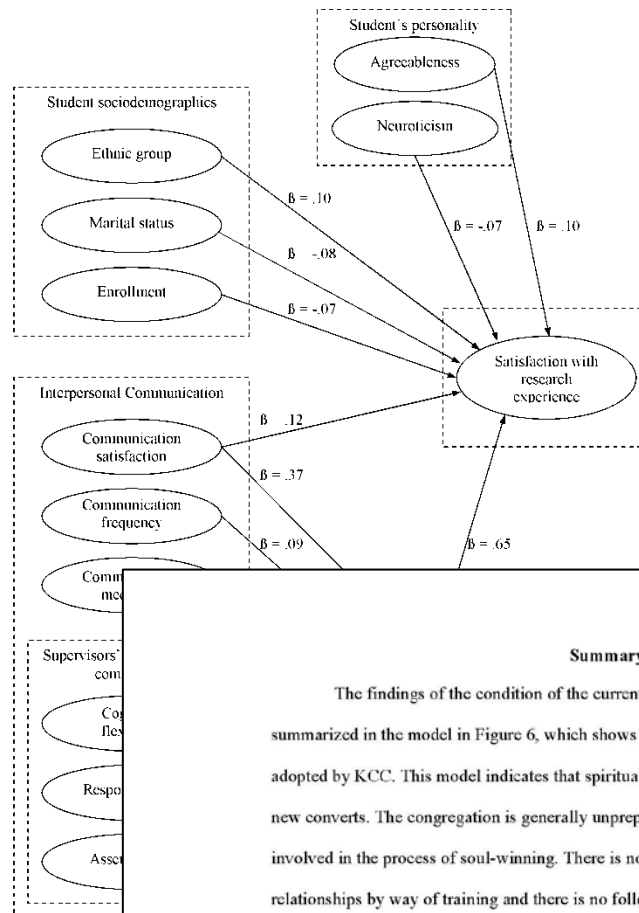
Figure 11 (partially obscured)

Student's personality
- Agreeableness
- Neuroticism

Student sociodemographics
- Ethnic group
- Marital status
- Enrollment

Interpersonal Communication
- Communication satisfaction
- Communication frequency
- Comm... me...

Supervisors' com...
- Co... fle...
- Respo...
- Asse...

Satisfaction with research experience

$\beta = .10$
$\beta = -.08$
$\beta = -.07$
$\beta = -.07$
$\beta = .10$
$\beta = .12$
$\beta = .37$
$\beta = .09$
$\beta = .65$

Figure 11. New...

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③

Summary

The findings of the condition of the current spiritual parenting program can be best summarized in the model in Figure 6, which shows the existing model of spiritual parenting adopted by KCC. This model indicates that spiritual parenting begins after the baptism of new converts. The congregation is generally unprepared for new converts and is only partly involved in the process of soul-winning. There is no preparation for those mentoring relationships by way of training and there is no follow-up and evaluation of spiritual children's progress. The church is evidently growing numerically but the goal of making disciples is largely unmet. Thus only about ten per cent of church members are spiritual parents and the figure shows no sign of improving. In other words, there is little spiritual growth at KCC.
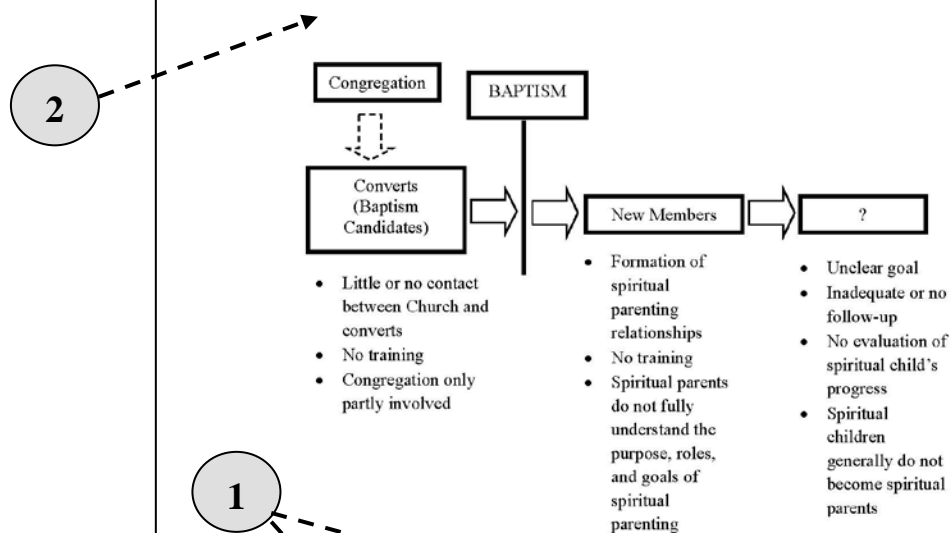
②

①

Congregation → Converts (Baptism Candidates)

BAPTISM

Converts (Baptism Candidates) ⇒ ⇒ New Members ⇒ ?

- Little or no contact between Church and converts
- No training
- Congregation only partly involved

Formation of spiritual parenting relationships
- No training
- Spiritual parents do not fully understand the purpose, roles, and goals of spiritual parenting

- Unclear goal
- Inadequate or no follow-up
- No evaluation of spiritual child's progress
- Spiritual children generally do not become spiritual parents

Figure 6. The Existing Model of Spiritual Parenting at KCC

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Appendixes

The appendix contains materials that are not essential to the paper but that are useful to the reader, often including questionnaires, correspondence, additional data/analyses, original transcriptions, etc.

1. **Appendix Titles.** The appendixes follow the text. Individual appendixes are labeled with letters (A, B, C). Appendix titles are 2" (5 cm) from the top of the page, like other chapter title pages. Examples:

APPENDIX A	APPENDIX B	APPENDIX C
CORRESPONDENCE	QUESTIONNAIRES	RAW DATA

2. **Cover Sheets.** An initial appendix cover sheet is required, which looks similar to the cover sheet example on the following page, but simply says APPENDIXES. Individual cover sheets are often used to identify and/or group appendix materials. The appendix title appears EITHER on a cover sheet before each appendix, OR at the top of the first page of the appendix (not both places). Cover sheets are counted, but page numbers do NOT appear on them.

3. **Do I Need Cover Sheets?** Other than the initial appendix title page, individual appendix cover sheets are not necessary unless you have an instrument, letter, or other document which doesn't have room for the appendix title at the top of it. If NONE of your appendixes require cover sheets, you may put the appendix labels at the top of the first page of every appendix. If ONE appendix needs a cover sheet, however, they all should have cover sheets, for uniformity. Whether you have cover sheets or top of the page appendix titles, additional items in the appendix to do not need labels.

4. **Appendixes in Table of Contents.** Each appendix is listed separately by letter in the table of contents (see example p. 14).

5. **Reference to Appendix Material.** Like tables and figures, EVERY appendix MUST be mentioned at least once in the text, to draw the reader's attention to its existence. It is also good to indicate the purpose of making the material available (e.g., for a more complete discussion of this anomaly, see Appendix C).

6. **Appendix Organization.** Grouping similar materials into one appendix is recommended unless there are very few items. There is no required order, but materials are usually organized in the order in which they are mentioned in text.

7. **Page Numbering.** If page numbers already appear on the appendix material, and this makes it difficult to put regular page numbers on these pages, place your new page numbers in the bottom right-hand corner in square brackets.

8. **Spacing/Format.** Appendixes are ideally double-spaced and with the same margins as the rest of the research document, however, this is not always possible. Flexibility in format is required in this section, since the documents are frequently not able to be reformatted. It is important, however, to be sure that the text will still be visible after the binding/trimming process.

9. **Questionnaire Considerations.** Many research studies require student-prepared questionnaires. If your paper requires such an instrument, it must appear in the appendix *as it was presented* to the respondents. A description of the instrument, as well as a few sample questions or parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:

   a. Each item must be in the same tense, and in parallel grammatical construction.

   b. Spelling, grammar, and punctuation must be corrected before the instrument is used.

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

   d. If a prepared instrument is used which does not meet the margin/spacing rules, it can be included. If need be, it can be photocopied and reduced in size so that it fits the necessary margins for binding.

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APPENDIX B

DATA COLLECTION

Table B1. Sampling

Country	Universities contacted	Number of universities agreed to participate
Australia	1. Australian Catholic University 2. Australian National University 3. Central Queensland University 4. Charles Darwin University 5. Charles Sturt University 6. Curtin University of Technology 7. Deakin University	12*

(table continues)

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Dear Professor …

Having completed my Master's degree in Psychology in Austria, I am currently working on my PhD in Education at the Adventist International Institute of Advanced Studies in the Philippines under the immediate supervision of Dr Shawna Vyhmeister.

The research I am presently working on is entitled, "Social Science Students' Perceptions of the Doctoral Research Experience, Supervisory Style, Communication, and Personality." My dissertation committee has approved the study (you will find the ethical clearance attached to this email). The central purpose of my study is to examine factors that may influence satisfaction with the doctoral research experience. The present study proposes that understanding and applying concepts of supervision, communication and personality can be significant in creating quality research experiences for students in higher education.

In order to learn more about what makes the doctoral research experience satisfactory, however, I need to collect data from a large number of students doing doctoral research. My intention is to use an online survey to gather data in different English speaking countries such as The United Kingdom, Australia, The United States of America, Canada, South Africa, Hong Kong, Singapore and the Philippines.

I am seeking your counsel and assistance in achieving an appropriate sample size. Would you be willing to participate by contacting doctoral students (in social sciences and in the dissertation writing phase) in your university? Or do you know people either in your university or in another who might be of assistance in obtaining the sample of doctoral students needed for this research?

If so, this assistance might take the form of
1) forwarding an announcement to a doctoral student list inviting students to participate in the online survey (see below you will find a letter for doctoral students introducing the online survey and providing the link),
2) announcing or promoting the survey at some event,
3) some other way you might imagine which could put research students in contact with this opportunity.

Your kind support of this study is greatly appreciated.

Sincerely,

Nicola Wieland

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APPENDIX A

CORRESPONDENCE

Reference List/Bibliography

Papers using Turabian usually include a *bibliography* that lists every source cited and other works that were consulted, but not cited. Papers in APA include a reference list, which includes *only* those sources cited in the paper. In either case, *all sources* quoted or mentioned in the text *must* appear in the bibliography/reference list. In most cases, it is preferable for the bibliography to appear in *one* 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. Two or more categories may be used if it is considered essential, but only with the approval of the advisor.

1. APA style uses a reference list. Turabian uses a bibliography. Follow exactly the rules for the style in which your paper is written.

2. In either case, the heading begins 2" (5 cm) below the top of the page.

3. Single space the reference list/bibliography. Double space between entries. Use "hanging indent" style of paragraphs (do not use hard returns and tabs to create this format look).

4. The sample bibliography on the following page contains **illustrations of many of the Turabian format rules**. Reference lists/bibliographies and footnotes have a lot of detailed format rules contained in the style manual. The introductory style chapters in this book are *not* intended to replace the APA manual or the Turabian manual, but they do have the most common types of sources. Consult the style manual or check online if you have questions about how to format a reference. Check with your professor(s) or the AUA Editor if you do not find the answer.

5. The city where a book is published is ALWAYS required in the reference list. Do not try to replace this with a state, country, or some other information, and never skip it. If you are not sure if a name is a city, a state, or a publisher, check with someone who knows.

6. Consistency is raised to an art form in the reference list. Check things, then check them again. Check one by one to be sure all authors cited in text **are actually in your reference list**. APA style users, check that all authors in the reference list are actually cited in text (Turabian allows for materials in the bibliography that were read but not cited).

7. Web sources can be difficult to cite properly, are often missing information, and the rules keep shifting in order to keep up with the changes in technology. For internet sources it is important to find up-to-date tools to help you cite them properly. Fortunately, the internet is also a good source of information on how to format web references. Be sure to consult it. Check your online sources near the end of your research, to be sure the URLs actually work. Update/change sources as needed.

8. Break a URL before punctuation. Do not insert a period at the end of a URL, or add a hyphen if you break it over two lines—these could make retrieval impossible. URLs in a reference list should be in black font and *not* underlined.

9. In general, in APA style, URLs no longer require a retrieval date for published material, but Turabian does. Check with your research style guide or with one of your professors if you have a question about this.

REFERENCES

Acker, S. (2001). The hidden curriculum of dissertation advising. In E. Margolis (Ed.), *The hidden curriculum in higher education* (pp. 61-77). New York: Routledge.

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Curriculum Vita

A brief résumé (one page) in list format of your educational and professional accomplishments is required for all dissertations and theses. There is no specific required form for the vita.

Blank Pages

The first and last sheets of your work should be blank. These blank pages are not counted.

VITA

Personal identification:

Name: Yadeta Lijalem Yigezu

Date of birth: January 5, 1975

Place of birth: Gimbie, West Wollega, Ethiopia

Marital Status: Married

Children: Meron Lijalem, Yerusalem Lijalem, Geleta Lijalem and Sura Lijalem

Education:

Master of Arts in Leadership Candidate
University of Africa, Nairobi, Kenya

Bachelor of Arts in Theology, 2004
University of Eastern Africa Baraton, Eldoret, Kenya

Work Experience:

West Ethiopia Field President: 2009-present

West Ethiopia Field Stewardship, Youth, and Children's Departments
    Head: 2006-2009

Gimbie District Leader: 2005

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Chapter 6
An Introduction to Turabian Style

Chapter 3 describes the reference system called "Turabian" because it comes from the work of Kate Turabian, long-time specialist in documentation at the University of Chicago. This system is used widely in theology and biblical studies. The chapter is based to a great extent on the work of two ladies: Juanita Bissell and Nancy Vyhmeister.[1]

The Turabian style has two parts: footnotes and bibliography. Footnotes, normally at the bottom of the page, but sometimes at the end of a chapter, inform the reader about the source of all quoted words or phrases, as well as of ideas that came from someone besides the writer. The bibliography tells the reader about the sources used for the writing. The information in both is almost identical.

After providing for you basic information on footnotes and bibliography, this chapter will give you specific instructions for different kinds of sources.

Footnotes

It is impossible for any manual to give detailed information to cover every type of reference. If you do not find what you need here, check with the Turabian 8 manual. If your paper requires specialized types of references that are not included in these manuals, work with your advisor to establish a format that you can maintain throughout the paper.

Format

Take advantage of the automatic footnote function in your word processor. When you insert a footnote, the word processor puts in a number in the text and a number in the footnote. The automatic settings need to be revised to be sure they include the following:

Notes are below the text and not at the bottom of the page.
Type size is either 10 or 12 points throughout, and typeface is the same as the text.
Footnote number is superscript in text and superscript or normal below.
Left alignment (ragged right edge).
First line of footnote is indented the same as the paragraph.
There is an empty line after the footnote line and between notes.

Footnotes are numbered consecutively for each chapter unless specific approval for beginning the numbering anew on each page is obtained and recorded.[2]

The automatic footnote function may need some assistance so that the footnote always begins on the page where the superscript number appears. Unless a footnote is at least half page in length, it should appear in its totality on the page where it is announced. This may require using a hard return to force some of the text to the next page.

Specific Content Matters

1. Even if the author's full name is used in the text, it should be repeated in full in the first footnote to a reference.

2. Although there is a tendency to shorten the second number in a series, such as 121-27; 1929-94; AUA feels that writing the numbers in full is safer: 121-127; 1929-1994.

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

---

[1] Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary* (Silang, Cavite, Philippines: AIIAS Publications, 1996, 2002); Nancy Vyhmeister, *Quality Research Papers* (Grand Rapids, Michigan: Zondervan, 2001, 2007, 2013).

[2] For instructions on how to achieve this continuous numbering by chapter in Word (or other computer programs), see the computer formatting tips in Chapter 4.

4. When Bible references are used, the primary version used must be stated in a footnote accompanying the first reference. Other versions (apart from the main one used) should be indicated immediately following the reference, usually in parentheses (Luke 4:1, RSV; Mark 1:10, Moffat). Bible versions do not need to be placed in the Bibliography. If the reference contains more than three Bible texts, put them in a footnote. A long list of Bible references in the text is not acceptable.

5. The names of the books of the Bible must be written out in full in the text. They may be abbreviated when between parentheses in the text or in a footnote. Use the acceptable abbreviation forms found in Appendix C

6. References to E. G. White books should follow the same guidelines as other works. The familiar SDA abbreviations are not appropriate for research.

Guidelines for Preparing Footnotes

The first note to a reference includes author (or editor), title (full title, including subtitle), publication facts (city, publisher, and year), and the page(s) from which the material was taken. The author's full name should appear in the first note, unless the author does not use a full name; then the initials used are sufficient. Follow the entry in the library catalog.

The full title of the book, including subtitle, should be used in the first entry, with first and last and all important words capitalized (title style). A colon separates title and subtitle, whether or not a colon is found in the original work. Titles of unpublished materials or parts of published works are enclosed in quotation marks, not italicized.

Series titles are neither italicized nor enclosed in quotation marks. An initial "The" is ignored in series titles, and the editor of a series is not included. Subtitles are generally omitted from series titles. The number of a book within a series is given after the title of the series, either directly or following a comma. Whichever style is chosen must be used consistently.

If the city of publication is very well known (Paris, Nairobi, New York), there is no need for a state or a country. Otherwise, complete identification is needed: Loma Linda, CA; Baraton, Kenya; Somerset West, South Africa). If you have a list of the abbreviations of the states in the US, you may use these. If you do not have such a list, simply use the full name of the state. In any case, you must only use one style in the entire paper.

For the publisher, abbreviations such as *ltd.* or *inc.* are always omitted; the words *publishers* or *press* are usually omitted—except in the case of InterVarsity Press or Moody Press (you would not want to confuse these with intervarsity football or the Moody Institute!).

The basic format for a book is the following:

[1]F. C. Gilbert, *Divine Predictions of Mrs. Ellen G. White Fulfilled* (South Lancaster, MA: Good Tidings, 1922), 6.

Subsequent references to the same work take various forms.

[2]Ibid., 19. (Only used immediately after a full note in which only one work is referenced.)

[3]Gilbert, 20. (Short form used in subsequent references if there is only one work by Gilbert.)

[4]Gilbert, *Divine Predictions*, 16. (The longer form is mandatory if there are two works by Gilbert but recommended by AUA for all subsequent references because it avoids confusion. The title appears in shortened form, selecting the key words from the title. The same shortened title is then used consistently throughout the paper.)

The abbreviations given in the left column are the following:

F = First footnote entry
S = Subsequent footnote entry, same author and work (It is assumed that one or more intervening footnotes by other authors separate it from the first entry.)
N = New footnote entry (for the same work but different author or for the same author but different work)
L = A later footnote entry subsequent to a new entry, referring to the original entry
B = Bibliography entry

The following sample shows footnotes from articles in one book by three authors, in sequence. The repetition of the source (*ISBE*) in the first example below is a courtesy to the reader. Note that the parentheses surrounding the italicized abbreviation of the book are **not** italicized.

F   [1]G. W. Barker, "Mystery," *The International Standard Bible Encyclopedia* (*ISBE*), (1979-1988), 3:452.

S   [2]Ibid.

N   [3]Gerhard F. Hasel, "Dragon," *ISBE*, 1:990.

L   [4]Barker, "Mystery," *ISBE,* 3:451.

S   [5]Hasel, "Dragon," *ISBE,* 1:991.

N   [6]W. J. Moulder, "Sadducees," *ISBE*, 4:278.

L   [7]Hasel, "Dragon," *ISBE,* 1:990.

S   [8]Moulder, "Sadducees," *ISBE,* 4:279.

When two or more authors with the same surname are cited, succeeding entries for both authors must include an initial to distinguish between authors.

[1]E. G. White   [2]R. White   [3]J. White

Idem, representing the same author within one footnote, is no longer used. Repeat the author's surname. The only Latin abbreviation still used is *ibid.*, when a note references exactly the same item as appeared in the previous note, which contained only one item referenced.

Acronyms or abbreviations for titles used more than twice may be used in footnotes after the first complete entry, if the abbreviation appears in the first, full footnote. The title appears as follows: *New International Dictionary of New Testament Theology* (*NIDNTT*). Acronyms and abbreviations are acceptable for series, but they are not italicized: ICC. Abbreviations of titles of whole works subsequently replace all facts of editing, translation, and publication.

If a source that can be abbreviated is used three or more times, an abbreviation for it should be included in a list of abbreviations at the beginning of the paper. The abbreviation is introduced the first time, then used throughout the paper.

When signed articles from reference books (such as commentaries or encyclopedias) or monograph collections are used, the author's name always precedes the title of the article. Each time a new article from the same work is introduced, a footnote must introduce a full new entry for the separately authored articles.

A content note (an explanation or amplification of textual matter) may be followed by its source in one of two ways: (1) The reference may follow the content note in parentheses, with the publication information in square brackets. (2) The content note ends with a full stop and is followed by normal footnote style. See the following examples:

[1]Gugliotto discusses at length the accuracy of the King James Version of the New Testament (Lee Gugliotto, *Handbook for Bible* Study [Hagerstown, Maryland: Review and Herald, 1995], 313-346).

[2]Gugliotto discusses at length the accuracy of the King James Version of the New Testament. Lee Gugliotto, *Handbook for Bible* Study (Hagerstown, Maryland: Review and Herald, 1995), 313-346.

While both methods are acceptable, only one may be used in any one paper.

Guidelines for Bibliography Entries

Bibliography entries appear in hanging indention format. Run-over lines are indented the same as the paragraph.

Entries are single-spaced, with double-spacing between the entries.

With few exceptions, a full stop follows each major element in the bibliographical entry: author, title, edition, editor, translator, series, publication facts, and (when cited for parts of works) volume and pages.

All titles of books and journals are italicized to agree with the style of the footnotes.

If two or more books or articles are used from one author, for all entries after the first one, an eight-space line (underscore) is used in place of the author's name. This "abbreviation" does not hold if the author is editor or coauthor of one book and author of another. Do not use the eight-space underscore for the first item on a page; repeat the author's full name.

The bibliography is alphabetized by the author's surname, or in the absence of an author, by the title, disregarding any initial article. The author may be corporative: General Conference of Seventh-day Adventists.

Normally entries should appear in one alphabetical list. Separate bibliographies into categories only by special permission.

Do not split a bibliography entry between two pages. If there is not room at the bottom of a page to complete an entry, the entire entry should be moved to the following page.

There must be a bibliography entry for every source used in the text. If several articles, all written by different authors, are given from one reference work or monograph collection, a separate bibliography entry must be made for each article from that work.

Foerster, W. "*Axios.*" *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 1:379-390.

Schmitz, Otto. "*Thronos.*" *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 3:160-167.

For reference works with unsigned articles, a general bibliographical entry is adequate.

Harmony Between Footnotes and Bibliography

It is imperative to credible research that footnote entries and bibliography entries agree entirely. Information that does not match casts a question mark upon an otherwise fruitful study. Indention, format, and punctuation vary between notes and bibliography, but basic content and information must be essentially the same, except in publication information for some dictionaries and lexicons, which is more complete in the bibliography, and except for page numbers, which are omitted in the bibliography. There is no suitable substitute for harmony and consistency.

Sample Entries for Footnotes and Bibliography

While not exhaustive, these sample entries illustrate the principal difficulties of the Turabian footnotes and bibliography entries. The emphasis is on various types of theological works. Many of the samples are followed by a list of reference books that should be referenced by using that particular format. For additional examples, see Nancy Vyhmeister's *Quality Research Papers*.

Books

One Author

F   [3]A. M. Allchin, *The Kingdom of Love and Knowledge* (London: Darton, Longman & Todd, 1979), 46.

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

Two Authors

F   [4]John H. Hayes and Stuart A. Irvine, *Isaiah the Eighth-Century Prophet: His Times and Preaching* (Nashville: Abingdon, 1987), 53.

S   [5]Hayes and Irvine, *Isaiah*, 54.

B   Hayes, John H., and Stuart A. Irvine. *Isaiah the Eighth-Century Prophet: His Times and Preaching*. Nashville: Abingdon, 1987.

Three Authors

F   [6]W. Gunther Plaut, Bernard J. Bamberger, and William W. Hallo, *The Torah: A Modern Commentary* (New York: Union of American Hebrew Congregations, 1981), 32.

S   [7]Plaut, Bamberger, and Hallo, *Torah*, 33.

B   Plaut, W. Gunther, Bernard J. Bamberger, and William W. Hallo. *The Torah: A Modern Commentary*. New York: Union of American Hebrew Congregations, 1981.

More Than Three Authors

F   [8]Roland K. Harrison et al., *Biblical Criticism: Historical, Literary and Textual* (Grand Rapids: Zondervan, 1978), 78.

B   Harrison, Roland K., Bruce K. Waltke, Donald Guthrie, and Gordon D. Fee. *Biblical Criticism: Historical, Literary and Textual*. Grand Rapids: Zondervan, 1978.

Editor or Compiler as Author

F   [9]R. Pierce Beaver, ed., *The World's Religions* (Grand Rapids: Eerdmans, 1982), 35.

B   Beaver, R. Pierce, ed. *The World's Religions*. Grand Rapids: Eerdmans, 1982.

Edition Other Than the First

F   [10]John C. Hodges and Mary E. Whitten, *Harbrace College Handbook*, 10th ed. (San Diego: Harcourt Brace Jovanovich, 1986), 299.

B   Hodges, John C., and Mary E. Whitten. *Harbrace College Handbook*. 10th ed. San Diego: Harcourt Brace Jovanovich, 1986.

You may choose to type 10th rather than 10th, but you must be consistent throughout the paper.

In a Series

F   [11]Verner W. Clapp, *The Future of the Research Library*, Phineas W. Windsor Series in Librarianship 8 (Urbana: University of Illinois Press, 1964), 92.

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

The simplified form is given above. You could also write: Phineas W. Windsor Series in Librarianship, no. 8; however, you cannot mix the two styles.

Chapter in an Edited Book

F   [12]E. Earle Ellis, "How the New Testament Uses the Old," in *New Testament Interpretation*, ed. I. Howard Marshall (Grand Rapids: Eerdmans, 1977), 203.

B   Ellis, E. Earle. "How the New Testament Uses the Old." In *New Testament Interpretation*, ed. I. Howard Marshall, 199-219. Grand Rapids: Eerdmans, 1977.

Notice the location of the pages in the bibliographical entry!

Specific Chapter in a Book

F [13]Hans Conzelmann, "Paul before the Apostolic Council," in *History of Primitive Christianity,* trans. John E. Steely (Nashville: Abingdon, 1973), 80.

B Conzelmann, Hans. "Paul before the Apostolic Council." In *History of Primitive Christianity*, 78-90. Translated by John E. Steely. Nashville: Abingdon, 1973.

Reprint Edition

F [14]Peter Ward Fay, *The Opium War, 1840-1842* (1975; repr., Chapel Hill: University of North Carolina Press, 1997), 67-68.

B Fay, Peter Ward. *The Opium War, 1840-1842*. 1975. Reprint. Chapel Hill: University of North Carolina Press, 1997.

Secondary Source

The primary source should be used if possible. Use this entry only if the primary source is *not* available.

F [15]Phillip J. Currie and Eva B. Coppelus, *101 Questions about Dinosaurs* (Mineola, New York: Dover, 1996), 36, quoted in David C. Read, *Dinosaurs: An Adventist View* (Keene, Texas: Clarion Books, 2009), 494-495.

S [16]Currie and Coppelus, in Read, *Dinosaurs*, 494.

B Currie, Phillip J., and Eva B. Coppelus. *101 Questions about Dinosaurs*. Mineola, New York: Dover, 1996, 36. Quoted in David C. Read, *Dinosaurs: An Adventist View.* Keene, Texas: Clarion Books, 2009.

Multivolume Works

One Author and One Title

F [17]Paul Tillich, *Systematic Theology* (Chicago: University of Chicago Press, 1951-1963), 2:135.

B Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-1963.

F [18]Ellen G. White, *Testimonies for the Church* (Mountain View, CA: Pacific Press, 1948), 4:35.

S [19]White, *Testimonies*, 3:83.

B White, Ellen G. *Testimonies for the Church*. 9 vols. Mountain View, CA: Pacific Press, 1948.

F [20]G. Campbell Morgan, *The Westminster Pulpit: The Preaching of G. Campbell Morgan* (Los Angeles: Fleming H. Revell, 1955), 5:68.

S [21]Morgan, *Westminster Pulpit*, 7:74.

B Morgan, G. Campbell. *The Westminster Pulpit: The Preaching of G. Campbell Morgan*. 10 vols. Los Angeles: Fleming H. Revell, 1955.

Note: If only one volume is referenced, even if in repeated notes, the specific volume number rather than the total number of volumes in the set is included in the bibliography entry.

Multivolume works can be difficult. If your book is different from these examples, consult your advisor.

One Author, Different Titles

F   [22]Hubert Hefner, *The Nature of Drama*, vol. 2, *An Introduction to Literature*, ed. Gordon N. Ray (Boston: Houghton Mifflin, 1959), 47-49.

S   [23]Hefner, *Nature of Drama*, 48.

B   Hefner, Hubert. *The Nature of Drama*. Vol. 2, *An Introduction to Literature*, ed. Gordon N. Ray. Boston: Houghton Mifflin, 1959.

If publishing dates are different for each volume, inclusive publishing dates for the set are given.

F   [24]Nigel Turner, *Syntax*, vol. 3 of *A Grammar of New Testament Greek*, by James Hope Moulton, Wilbert Francis Howard, and Nigel Turner (Edinburgh: T. & T. Clark, 1908-1976), 38.

B   Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T. & T. Clark, 1908-1976.

When the publisher and date are the same for all volumes of the set, facts of publication need not be repeated for each new volume cited. If there are differences, a complete entry must be given. Each volume title must have a bibliography entry, but only one bibliography entry is given for each example below.

F   [25]Martin Luther, *Luther's Works* (*LW*), vol. 51, *Sermons 1*, ed. and trans. John W. Doberstein (Philadelphia: Fortress, 1959), 259.

S   [26]Luther, *Sermons I*, 260.

N   [27]Martin Luther, *LW*, vol. 44, *The Christian in Society 1*, ed. James Atkinson, trans. W. A. Lambert, James Atkinson, and Charles M. Jacobs (Philadelphia: Fortress, 1966), 23.

S   [28]Luther, *The Christian*, 30.

B   Luther, Martin. *Luther's Works*. Vol. 51, *Sermons 1*. Edited and translated by John W. Doberstein. Philadelphia: Fortress, 1959.

F   [29]Karl Barth, *Church Dogmatics* (*CD*), vol. III-3, *The Doctrine of Creation*, trans. G. W. Bromiley and R. J. Ehrlich (Edinburgh: T. & T. Clark, 1960), 82.

S   [30]Barth, *Doctrine of Creation*, 85.

N   [31]Karl Barth, *CD*, vol. I-2, *The Doctrine of the Word of God*, trans. G. T. Thomson and Harold Knight (1956), 69.

B   Barth, Karl. *Church Dogmatics*. Vol. III-3, *The Doctrine of Creation*. Translated by G. W. Bromiley and R. J. Ehrlich. Edinburgh: T. & T. Clark, 1960.

This type of entry applies also to the following works:
Aquinas, Thomas, *Summa Theologica*
Carrington, Philip, *The Early Christian Church*
Froom, Leroy E., *The Prophetic Faith of Our Fathers*
Schaff, Philip, *The Creeds of Christendom*
Sheldon, Henry C., *History of the Christian Church*
Wesley, John, *The Works of John Wesley*

Periodicals

Distinction is made between magazines, which are periodicals for general consumption, and journals, which are academic and professional.

Magazines

F   [32]Melak Alemayehu, "Leave Not the House Empty: How to Ensure Revival and Reformation," *Ministry*, December 2011, 10-12.

B   Alemayehu, Melak. "Leave Not the House Empty: How to Ensure Revival and Reformation." *Ministry,* December 2011, 10-12.

Journals

F   [33]Ranko Stefanovic, "The 'Lord's Day' of Revelation 1:10 in the Current Debate," *Andrews University Seminary Studies* 49 (2011): 269.

B   Stefanovic, Ranko. "The 'Lord's Day' of Revelation 1:10 in the Current Debate." *Andrews University Seminary Studies* 49 (2011): 261-284.

While it is not indispensable to add the month or season, if the paging of a journal begins with 1 only at the beginning of a volume, you help your reader find a source by adding this information. The example would then read 49 (Autumn 2011). If the journal begins paging anew with each issue, the month or season is indispensable. If there is no season or month, give the issue number: *Newsletter* 4, no. 1 (1980): 9.

Note that in footnotes and bibliographical entries for periodicals there is a space between the colon and the page number. This is different from books, where there is no space between volume number and page number.

Book Review

N   [34]Richard P. Taub, review of *Reclaiming Public Housing: A Half-Century of Struggle in Three Public Neighborhoods*, by Lawrence J. Vale, *American Journal of Sociology* 110, no. 3 (November 2004): 797.

Book reviews are not included in the bibliography.

Specialized Books

Commentaries with Known Author

Articles within the set are authored by different people and signed, either with initials or with a name. If only initials are given, the legend providing the full name of the author is generally found in the front of the volume.

F   [35]G. Ernest Wright, "Exegesis of the Book of Deuteronomy," *Interpreter's Bible* (*IB*), ed. George Arthur Buttrick (New York: Abingdon, 1954), 2:331.

S   [36]Wright, "Deuteronomy," 2:332.

N   [37]Martin Rist, "The Revelation of St. John the Divine," *IB*, 12:346.

B   Wright, G. Ernest. "Exegesis of the Book of Deuteronomy." *Interpreter's Bible*. Edited by George Arthur Buttrick. New York: Abingdon, 1954. 2:331-540.

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 in a Numbered Series

These commentaries have numbered volumes by different authors. Do not use the names of general editors. You may include the name of a translator or editor for the individual volume.

F [38]E. A. Speiser, *Genesis*, Anchor Bible (AB) 1 (Garden City, NY: Doubleday, 1987), 56.

S [39]Speiser, *Genesis*, 57.

N [40]Edward R. Campbell, *Ruth*, AB 7, 27.

B Speiser, E. A. *Genesis*. Anchor Bible 1. Garden City, NY: Doubleday, 1987.

B Campbell, Edward R. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday, 1975.

This type of entry applies also to the following works:
Black's New Testament Commentaries
The Century Bible
A Commentary, Critical, Experimental and Practical on the Old and New Testaments
The Communicator's Commentary
Good News Studies
The Laymen's Bible Commentary
Living Word Commentary
The New American Commentary
New Testament Message
Old Testament Message
The Preacher's Complete Homiletic Commentary
Sacra Pagina
Tyndale New Testament Commentaries
Tyndale Old Testament Commentaries
Word Biblical Commentary

Commentaries in Unnumbered Series

The difference with the above is that there are no numbers for the volumes. Each volume is separately titled and authored by a different person.

F [41]F. F. Bruce, *The Book of the Acts*, New International Commentary on the New Testament (NICNT) (Grand Rapids: Eerdmans, 1988), 65.

S [42]Bruce, *Acts,* 66.

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

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 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.

F   [43]Matthew Henry, *Matthew Henry's Commentary on the Whole Bible*, vol. 5, *Matthew to John* (New York: Fleming H. Revell, 1935), 73.

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

This type of entry applies also to the following works:
Alford's Greek Testament: An Exegetical and Critical Commentary (Alford)
Calvin's New Testament Commentaries (Calvin)
Clarke's Commentary on the Whole Bible (Clark)
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 Commentary

Authors' names are not given for this commentary.

F   [44]"Fourteenth Year" [Ezek 40:1], *Seventh-day Adventist Bible Commentary* (*SDABC*), rev. ed., ed. Francis D. Nichol (Washington, DC: Review & Herald, 1976-1980), 4:715.

S   [45]"Fourteenth Year," *SDABC*, 4:717.

N   [46]"Were among Them" [Josh 10:1], *SDABC*, 2:223.

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.

BP   "Fourteenth Year" [Ezek 40:1]. *Seventh-day Adventist Bible Commentary*. Rev. ed. Edited by Francis D. Nichol. Washington, DC: Review & Herald, 1976-1980. 4:715-717.

BT   Nichol, Francis, ed. *Seventh-day Adventist Bible Commentary.* Rev. ed. Washington, DC: Review & Herald, 1976-1980.

Comments from Ellen G. White that are quoted in the *SDABC* should be cited from their original source.

Bible Dictionaries or Encyclopedias with Signed Articles

The facts of publication are given for both footnote and bibliography entries. Each separate author entry must have a bibliography entry. The abbreviated title (see **S** below), while not required, adds clarity.

F   [47]Ernst Jenni, "Day of the Lord," *The Interpreter's Dictionary of the Bible* (*IDB*), ed. George Arthur Buttrick (Nashville: Abingdon, 1962), 1:784.

S   [48]Jenni, "Day of the Lord," *IDB,* 1:785.

N   [49]John Wick Bowman, "Revelation, Book of," *IDB*, 4:62.

B   Jenni, Ernst. "Day of the Lord." *The Interpreter's Dictionary of the Bible*. Edited by George Arthur Buttrick. Nashville: Abingdon, 1962. 1:784-785.

F   [50]Ulrich Becker, "Book," *New International Dictionary of New Testament Theology (NIDNTT)*, ed. Colin Brown (Grand Rapids: Zondervan, 1975), 1:242.

S   [51]Becker, "Book," *NIDNTT*, 1:243.

N   [52]Hans-Georg Link, "Life," *NIDNTT*, 2:475.

B   Becker, Ulrich. "Book." *New International Dictionary of New Testament Theology*. Edited by Colin Brown. Grand Rapids: Zondervan, 1975. 1:242-243.

F   [53]Rudolph Bultmann, "*Aidōs*," *Theological Dictionary of the New Testament* (*TDNT*), ed. Gerhard Kittel and Gerhard Friedrich, trans. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1964-1976), 1:169.

S   [54]Bultmann, "*Aidōs,*" *TDNT,* 1:170.

N   [55]Otto Schmitz, "*Thronos*," *TDNT*, 3:161.

B   Bultmann, Rudolph. "*Aidōs*." *Theological Dictionary of the New Testament*. Edited by Gerhard Kittel and Gerhard Friedrich. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1964-1976. 1:169-171.

Note: The abbreviation "ed." is never written in plural as it stands for "edited by."

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
Theological Wordbook of the Old Testament
The Westminster Dictionary of Christian Ethics
Westminster Theological Wordbook of the Bible

Encyclopedias with Signed Articles

General encyclopedias, such as the *Britannica* or *Americana* require only the date; general encyclopedias are included only in the notes. Specialized encyclopedias require full publication information.

F   [56]Frank A. Spina, "Rahab," *The International Standard Bible Encyclopedia* (*ISBE*), completely rev. and reset ed. (Grand Rapids: Eerdmans, 1979-1988), 4:33.

S   [57]Spina, "Rahab," *ISBE,* 4:34.

N   [58]Howard F. Vos, "Kaiwan," *ISBE*, 3:2.

S   [59]Vos, "Kaiwan," *ISBE,* 3:3.

B   Spina, Frank A. "Rahab." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 4:33-34.

B   Vos, Howard F. "Kaiwan." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 3:2-3.

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 Religion
Encyclopaedia of Religion and Ethics
Encyclopedia of Theology
New Catholic Encyclopedia
New 20th-Century Encyclopedia of Religious Knowledge

The Zondervan Pictorial Encyclopedia of the Bible

Bible Dictionaries or Encyclopedias with Unsigned Entries

The footnote entry includes author or editor (if any), title, edition/date, s.v. "Entry." No place and publisher appear in the footnote, but this information appears in the bibliography. If several entries are used, the bibliography may be general.

F [60]Siegfried H. Horn, *Seventh-day Adventist Bible Dictionary* (*SDABD*), rev. ed. (1979), s.v. "Angel."

S [61]Horn, *SDABD*, s.v. "Angel."

N [62]Horn, *SDABD*, s.v. "Moses."

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

F [63]Allen C. Myers, ed., *Eerdmans Bible Dictionary* (*EBD*) (1987), s.v. "Hyssop."

N [64]Myers, *EBD*, s.v. "Psalm."

B Myers, Allen C., ed. *Eerdmans Bible Dictionary*. Grand Rapids: Eerdmans, 1987.

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

Language Dictionaries

Editors are not given for general language dictionaries. Footnote entry includes title, edition/date, s.v. "Entry" (s.v. is Latin for "see under"). Publishing information is not given in footnotes for general dictionaries. Language dictionaries do not appear in the bibliography. Either of the forms given here is acceptable, but only one can be used in the same paper.

F [65]*Merriam-Webster's Collegiate Dictionary*, 10th ed., 1993, s.v. "Laity."

F [66]*Merriam-Webster's Collegiate Dictionary,* 10th ed. (1993), s.v. "Clergy."

F [67]*Webster's Third New International Dictionary of the English Language Unabridged* (1993), s.v. "Theodicy."

N [68]*Webster's Third New Unabridged*, s.v. "Apocalypse."

This type of entry applies also to the following works:
The Random House Dictionary of the English Language
Webster's New Geographical Dictionary
Webster's Eleventh New Collegiate Dictionary

Greek and Hebrew Lexicons

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

F   [69]Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (BAGD),[3] trans. and adapted by William F. Arndt and F. Wilbur Gingrich, 2nd ed., rev. and augmented by F. Wilbur Gingrich and Frederick W. Danker (1979), s.v. "*kosmeō*."

S   [70]Bauer, BAGD, s.v. "*kosmeō*."

N   [71]Bauer, BAGD, s.v. "*stauros*."

B   Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by William F. Arndt and F. Wilbur Gingrich. 2nd ed. Revised and augmented by F. Wilbur Gingrich and Frederick W. Danker. Chicago: University of Chicago Press, 1979.[4]

F   [72]Francis Brown, with S. R. Driver and Charles A. Briggs, *A Hebrew and English Lexicon of the Old Testament With an Appendix Containing the Biblical Aramaic* (BDB), based on the lexicon of William Gesenius (1952), s.v. "*raq*."

S   [73]Brown, BDB, s.v. "*raq*."

N   [74]Brown, BDB, s.v. "*melek*."

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

   This type of entry is used also for the following works:
   The Analytical Greek Lexicon (Bagster, Moulton)
   A Concise Hebrew and Aramaic Lexicon of the Old Testament (Holladay)
   A Greek-English Lexicon (Liddell, Scott)
   Greek-English Lexicon of the New Testament (Thayer)
   Greek-English Lexicon of the New Testament Based on Semantic Domains (Louw, Nida)
   A Manual Greek Lexicon of the New Testament (Abbott-Smith)
   The New Analytical Greek Lexicon (Pershbacher)

Concordances
   Concordances follow the same pattern as unsigned dictionaries and lexicons.

F   [75]Robert Young, *Analytical Concordance to the Bible*, 22nd American ed., s.v. "prince."

S   [76]Young, *Analytical Concordance*, s.v. "prince."

N   [77]Young, *Analytical Concordance*, s.v. "kingdom."

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

   This type of entry applies also to the following works:
   Analytical Concordance of the Greek New Testament (Clapp, Friberg, Friberg)
   A Concordance to the Greek New Testament (Moulton, Geden)
   Cruden's Unabridged Concordance (Cruden)

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[3] BAGD and BDB are not italicized here because they do not represent the title of the books, but rather, stand for the editors of the book.

[4] When you use more than one item, there is no need to list each entry separately in the bibliography. Put s.v. when using only one item, otherwise omit.

> *The Exhaustive Concordance of the Bible* (Strong)
> *A New Concordance of the Bible* (Even-Shoshan)

Encyclopedias with Unsigned Articles

Publishing information is not included in footnotes. One bibliographical entry is adequate.

F   [78]*Seventh-day Adventist Encyclopedia* (*SDAE*), rev. ed., (1996), s.v. "Pitcairn."

S   [79]*SDAE*, s.v. "Pitcairn."

N   [80]*SDAE*, s.v. "Battle Creek."

B   *Seventh-day Adventist Encyclopedia.* Rev. ed. Washington, DC: Review & Herald, 1996.

> **This type of entry may also be used for articles in the following works**:
> *Encyclopedia Americana*
> *Encyclopaedia Britannica*
> *Encyclopedia of Judaism*
> *World Book Encyclopedia*

Early Christian, Classical, and Medieval Works

Editors and facts of publication may be omitted in the footnote. In the footnote, there is no punctuation between the name of the author and the name of the work. There is no difference between first and second footnote. A bibliography entry is given for each new title. For examples of Jewish/Rabbinic literature, see Vyhmeister, *Quality Research Papers.*

F   [81]Irenaeus *Against Heresies* 2.2.3 (ANF, 1.421, trans. Roberts and Rambaut).

S   [82]Irenaeus *Against Heresies* 2.2.3 (ANF, 1.421).

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

F   [83]John Chrysostom *The Priesthood* 3.17, Migne Patrologia Graeca, vol. 48, col. 656.

S   [84]Chrysostom *The Priesthood* 3.18.

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

F   [85]Josephus *Jewish War* 2.7.2 (trans. Thackeray, LCL, 2:363).

S   [86]Josephus *Jewish War* 2.7.2.

B   Josephus, Flavius. *The Works of Josephus.* Edited by William Whiston. 4 vols. New York: Oakley Mason, 1860.

F   [87]Eusebius *Ecclesiastical History* 5.2 (trans. Cruse, 182).

B   Eusebius. *The Ecclesiastical History of Eusebius Pamphilus*. Translated by Christian Frederick Cruse. Grand Rapids: Baker, 1987.

Adventist Materials

These examples refer to the paper versions of these materials. Today, these resources will usually be cited from online sources (see the bibliographic entry for the *Church Manual* for an example of citing the online source. Also see the section on electronic sources). The URL for most Adventist materials is http://ast.gc.adventist.org. When you use these materials from an online source, be sure to give the URL and the date accessed.

SDA Church Manual

F   [88]General Conference of Seventh-day Adventists, *Seventh-day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1990), 23.

S   [89]*Church Manual* (1990), 57.

B   General Conference of Seventh-day Adventists. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1990, accessed January 24, 2010. http://www.adventistarchives.org/docs/CM/CM1990_B.pdf#view=fit_.

Minister's Manual

F   [90]General Conference of Seventh-day Adventists, Ministerial Association, *Seventh-day Adventist Minister's Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 48.

S   [91]*Minister's Manual*, 85.

B   General Conference of Seventh-day Adventists, Ministerial Association. *Seventh-day Adventist Minister's Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

SDA Yearbook

F   [92]General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Seventh-day Adventist Yearbook 1995* (*SDA Yearbook 1995*) (Silver Spring, MD: General Conference of Seventh-day Adventists, 1995), 75.

S   [93]*SDA Yearbook 1995*, 64.

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

GC Working Policy

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

F   [94]General Conference of Seventh-day Adventists, *Working Policy of the General Conference of Seventh-day Adventists*, 1992-1993 ed. (Hagerstown, MD: Review & Herald, 1993), 136.

S   [95]*Working Policy* (1992-1993), 148.

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

Seventh-day Adventist Hymnal

F   [96]*The Seventh-day Adventist Hymnal* (*SDA Hymnal*) (Washington, DC: Review & Herald, 1987), 213.

S   [97]*SDA Hymnal*, 100.

B   *The Seventh-day Adventist Hymnal*. Washington, DC: Review & Herald, 1987.

Statistical Reports

F   [98]General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Annual Statistical Reports* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 16.

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

Unpublished Academic Sources

Dissertations and Theses

The first model is for a thesis or dissertation available from the university where it was written. The second is for a dissertation published as a book. The third is from an online source. To cite a dissertation consulted online, include the access date and the URL. If the document was accessed in a library or online database, you may give the name of the database instead of the URL.

F   [99]Dickens Miko, "A Strategy to Educate Seventh-day Adventists Cultivating Tobacco In Ndiwa Seventh-day Adventist Church In Kenya" (MA thesis, Adventist University of Africa, Nairobi, Kenya, 2013), 25.

B   Miko, Dickens. "A Strategy to Educate Seventh-day Adventists Cultivating Tobacco In Ndiwa Seventh-day Adventist Church In Kenya." MA thesis, Adventist University of Africa, Nairobi, Kenya, 2013.

F   [100]Brempong Owusu-Antwi, *An Investigation of the Chronology of Daniel 9*, Adventist Theological Society Dissertation Series 2 (Berrien Springs, Michigan: Adventist Theological Society, 1995), 37.

B   Owusu-Antwi, Brempong. *An Investigation of the Chronology of Daniel 9*. Adventist Theological Society Dissertation Series 2. Berrien Springs, Michigan: Adventist Theological Society, 1995.

F   [101]Antonio Pantalone, "An Appraisal of the Development of Seventh-day Adventist Mission in South Africa: A Missiological Evaluation," MTh thesis, University of KwaZulu-Natal, 2012, in Research Space: A Digital Library for UKZN Scholarly Research, accessed 4 September 2013, http://hdl.handle.net/10413/6511

B   Pantalone, Antonio. "An Appraisal of the Development of Seventh-day Adventist Mission in South Africa: A Missiological Evaluation," MTh thesis, University of KwaZulu-Natal, 2012. In Research Space: A Digital Library for UKZN Scholarly Research. Accessed 4 September 2013. http://hdl.handle.net/10413/6511.

Syllabi, Course Outlines, or Class Handouts

F   [102]Nancy Vyhmeister, Syllabus for MSSN 525 Mission to the World, SETAI Extension at Adventist University of Colombia, 2009, 2.

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

Student Class Notes

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

F   [103]Barry Bennett, class notes for OTST 653 Old Testament History, Adventist University of Africa, Nairobi, Kenya, January 2013.

B   Bennett, Barry. Class notes for OTST 653 Old Testament History. Adventist University of Africa, Nairobi, Kenya, January 2013.

Miscellaneous Unpublished Sources

Interviews

If the interview has been done by the author, put that in the note: "interview by the author."

Interviews appear in the bibliography only when the one who peruses the bibliography needs to know about this important source.

F   [104]Laurent Kasay, Professor of New Testament, Lukanga Adventist University, interview by the author, Nairobi, 15 July 2011.

B   Kasay, Laurent, Professor of New Testament, Lukanga Adventist University. Interview by the author, Nairobi, 15 July 2011.

Reports and Minutes

F   [105]Eastern Africa Division of Seventh-day Adventists, "Minutes of the East Africa Division Publishing Council," (Harare, Zimbabwe: Eastern Africa Division, 24-31 October 1986), 5.

B   Eastern Africa Division of Seventh-day Adventists. "Minutes of the East Africa Division Publishing Council." Harare, Zimbabwe: Eastern Africa Division, 24-31 October 1986.

Letters and E-mail

Personal letters and e-mail appear in the notes but not in the bibliography, unless it is vital that a person who checks the bibliography be aware of them.

F   [106]John Henry, personal communication to the author, March 23, 2009.

Letters in archival collections go in both notes and bibliography.

F   [107]Ellen G. White to Dr. Patience Bordeau, 8 June 1905, Letter 177, 1905, Ellen G. White Research Center, Andrews University (EGWRC-AU), Berrien Springs, MI.

S   [108]White to Bordeau, Letter 177, 1905.

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

Manuscripts

F   [109]Ellen G. White, "Our Opportunity to Work in the Cities of America," Manuscript 154, 1902, Ellen G. White Research Center, Adventist International Institute of Advanced Studies (EGWRC-AIIAS),[5] Silang, Cavite, Philippines.

S   [110]White, MS 154, 1902.

B   White, Ellen G. "Our Opportunity to Work in the Cities of America." Manuscript 154, 1902. Ellen G. White Research Center, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines.

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 within a word or number element.

Because websites are notoriously unstable and may disappear without leaving a trace, you

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[5] The school name is not required here, but it is helpful. If additional information is available and could be helpful, it is appropriate to include it.

need to give an access date. Thus, you protect yourself from your readers' accusation of being careless in recording the URL if they cannot find your source. If the source gives a Digital Object Identifier (DOI), you may give it in place of a URL.

CD-ROM

N   [111]Ellen G. White, *Education*, Complete Published Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 1999).

B   White, Ellen G. *Education*. Complete Published Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 1999.

Video

N   [112]*Hudson Taylor*, 85 min., Ken Anderson Films, 1989, videocassette.

B   *Hudson Taylor*. 85 min. Ken Anderson Films, 1989. Videocassette.

Article from a Library Database

If you used a pdf version of an article, you are not required to include online information. For other versions, include name or the home page of the search engine, or a direct link to the article.

N   [113] Daniel Howden, "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, 12 February 2005, accessed June 3, 2010, http://www.lexisnexis.com/.

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

General Internet Sources

N   [114] H. B. Moss and L. Kirisci, "Aggressivity in Adolescent Alcohol Abusers," accessed 28 January 2013, http://www.ncbi.nlm.nih.gov/pubmed/7573787.

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

Journal Accessed Online

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

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

This article was available from JSTOR, through Andrews University. The same article, accessed through a different library, may have a different URL.

N   [116]Shelly Whitman, "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue," *African Journal on Conflict Resolution* 6 (2006): 31, accessed 28 March 2010, http://www.accord.org.za/downloads/ajcr/ajcr_2006_1.pdf.

B   Whitman, Shelly. "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue." *African Journal on Conflict Resolution* 6 (2006): 29-48. Accessed 28 March 2010. http://www.accord.org.za /downloads/ajcr/ajcr_2006_1.pdf.

N   [117]Michael Jay Chan, "Cyrus, Yhwh's Bird of Prey (Isa. 46.11): Echoes of an Ancient Near

Eastern Metaphor," *Journal for the Study of the Old Testament* 35, no. 1 (September 2010): 113–127, accessed 11 September 2011, http://dx.doi.org/10.1177/0309089210365963.

B Chan, Michael Jay. "Cyrus, Yhwh's Bird of Prey (Isa. 46.11): Echoes of an Ancient Near Eastern Metaphor." *Journal for the Study of the Old Testament* 35, no. 1 (September 2010): 113–127. Accessed 11 September 2011. http://dx.doi.org/10.1177/0309089210365963.

Book Accessed Online

N [118]Philip Schaff, *Augustine's City of God and Christian Doctrine* (New York: Christian Literature Publishing, 1890), chapter 3, accessed 28 March 2010, http://ccel.org/ccel/schaff /npnf102.iv.ii.v.html.

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

Conference Paper

N [119]Nilton Amorim, "Academic Freedom in Theology Teaching" paper presented at the Faith and Learning Seminar, Nairobi, Kenya, 1990, accessed 28 March 2010, http://www.aiias.edu/ict /vol_05/05cc_237-255.htm.

B Amorim, Nilton. "Academic Freedom in Theology Teaching." Paper presented at the Faith and Learning Seminar, Nairobi, Kenya, 1990. Accessed 28 March 2010. http://www.aiias.edu /ict/vol_05 /05cc_237-255.htm.

Thesis or Dissertation

N [120]Priscilla Coit Murphy, "What a Book Can Do: *Silent Spring* and Media-Borne Public Debate," (PhD diss., University of North Carolina, 2000), 121–125, accessed 1 April 2006, ProQuest Dissertations and Theses.

B Murphy, Priscilla Coit. "What a Book Can Do: *Silent Spring* and Media-Borne Public Debate." PhD diss., University of North Carolina, 2000. Accessed 1 April 2006. ProQuest Dissertations and Theses.

Online Dictionary or Encyclopedia

These do not need to show in the bibliography.

N [121]*Oxford English Dictionary*, 3rd ed., s.v. "mondegreen," accessed 1 February 2012, http://www.oed.com/view/Entry/251801.

N [122]*Encyclopaedia Britannica*, s.v. "Sibelius, Jean," accessed 13 April 2011, http://www .britannica.com/EBchecked/topic/542563/Jean-Sibelius.

N [123] "Barak Obama," Wikipedia, accessed 22 September 2010, http://www.en.wikipedia.org.

B "Barak Obama." Wikipedia. Accessed 22 September 2010. http://www.en.wikipedia.org.

Chapter 7
An Introduction to APA Style

The School of Postgraduate Studies at AUA uses APA style for their research. This includes term papers and class assignments, theses and dissertations. If you plan to write a major paper using APA style, consider *The Publication Manual of the American Psychological Association* (Washington, DC: American Psychological Association, 6th ed.) an essential tool. There are also many useful web sites, a selected list of which is given at the end of this chapter.

A brief introduction to APA referencing is shown here; however, students using this style should consider purchasing a manual of their own to be apprised of all the details. The AUA style requirements in Chapter 5 supersede the APA manual in matters of document format; in all other matters, the APA manual is the final authority.

In-Text Referencing

Any idea that is not original to yourself should carry a reference in your paper. The referencing rules vary slightly depending on whether you have quoted someone's words or merely referred to their ideas.

How to Use Direct Quotations

Capitalization. Direct quotations may be part of the grammar of the sentence, or not. If they are, the beginning of the quote is not capitalized, even though it might be in the original work.

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

He stated, "**The** entry of the boy into the strange environment caused the disturbed behavior" (Smith, 1985, p. 123), but he did not describe the behavior.

Page number information. If you use a direct quote, you must include the page number. The author's name and date may appear in various positions, but the page number is placed at the end of the quote, after the quotation marks but before the period.

The results of the experiment (Smith, 1985) showed that "the entry of the child into the strange environment cause disturbed behavior" (p. 123).

Note: If a quote includes two or more pages, use a double p before the page number (pp. 45-46).

Block quotations. A direct quotation of *40 words or more* must be formatted as a block quotation, indented one tab position (it remains double-spaced). Punctuation after the introductory statement is optional—it depends on what introduction is used.

Smith (1985) stated:

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

Note: In block quotations (unlike in-text quotations), the final punctuation follows the material quoted, and is followed by the reference, without any final period.

How to Paraphrase a Quotation

A paraphrase does not utilize the original grammar of the sentence. The page number (or paragraph number, for electronic sources) is not required for paraphrases, however, it is helpful to include this information if you have it.

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

Introducing Citations or Quotations

There are many ways to cite in text, but the ideal forms use sentence space to discuss and analyze the quote or the citation, not to indicate who said it (the reference already does that).

a) An alternative interpretation that Smith (1985) suggests is to . . .
b) The results of one experiment (Smith, 1985) showed that ". . ." (pp. 73-75).
c) Coffee drinking has been found to affect . . . (Day, 2005, p. 280).
not best d) As Day (2005) says, ". . ."

If you occasionally wish to discuss the author, or wish to emphasize something about the individual, sentences like those below would be appropriate.

e) In 1985, Smith studied . . .
f) Smith (1985), who is an expert in the field of nutrition, found . . . (p. 74).
g) Smith (1985, chap. 5) gives a summary . . .

Specific In-Text Referencing Rules

1. If information is given in the sentence, it is not repeated in the parentheses. See example a) above.
2. The name and date can go with the page or earlier. See examples b) and c) above.
3. If the name is used in text, the date usually follows it. See examples f) and g) above.
4. The period or other punctuation marks are placed after the final parenthesis or at the end of the sentence.
5. When the authors Smith and Johnson appear in the text, the word *and* is written out. When the names appear in parentheses, an ampersand (&) is used (Smith & Johnson).
6. What is inside the parentheses is NOT considered part of the grammar of the sentence. For that reason, one **cannot** say "As (Smith & Johnson, 2009) suggest. . . ." Rather, say "As Smith and Johnson (2009) suggest . . . ."
7. If you did not read the source, you cannot place it in the parentheses (for details, see the section on secondary sources under *In-Text Referencing Examples* below).

Repeated References to an Author Within a Paragraph

1. APA requires that the name and date *reappear* with each new paragraph.
2. A study or an author may be mentioned again within the same paragraph without repeating the name, as long as it is clear to the reader which study is indicated.
3. If the name is used a second time within the paragraph, however, the year should accompany it, for clarity.
4. If the author's name was placed within parentheses the first time, as in examples b) and c) above, it cannot appear as "he" or "she" thereafter, since the parentheses are not part of your sentence.

In-Text Referencing Examples

One Author

The required information is the author's surname and the year of the publication.

   a) An alternative interpretation (Smith, 2007) suggests that . . .
   b) Grisso (2009) takes the idea a bit further when she . . .

Multiple Authors

Two authors. Include both authors every time you mention them.

Three to five authors. Include all authors the first time you cite them. For subsequent citations use the surname of the first author and "et al."

   First citation
   a) One study (Smith, Johnson, & Brown, 2007) found . . .
   b) Smith, Johnson, and Brown (2007) found . . .

   Subsequent citations
   c) Another study (Smith et al., 2007) found that . . .
   d) Smith et al. (2007) found that . . .
   e) Smith and others (2007) found that . . .

Six or more authors. Use the first author's surname and "et al." the first and any subsequent times the source is used.

   Recent research (Brown et al., 2008) indicated . . .

Several Works in the Same Reference

When more than one source is given in parentheses, the authors' names are listed in *alphabetical order*. Note that all the studies were read by the researcher. Even if a source lists several references, you may only list the one(s) you read—you may not simply copy a list of references taken from someone else's study.

Same author.

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

Different authors.

   Recent studies (Brown, 1999; Johnson & Smith, 2008; Morrison, 2004; Smith & Ogleby, 2009) indicate that . . .

One Author in the Same Year

   a) Smith (1984a) has pointed out that . . .
   b) Several studies (Brown, 2010; Smith, 2007a, 2007b) indicate that . . .

No Author

When no author is listed, it may be that an organization authored the piece (see Corporate Author, below). If there is no author listed, use the title, or at least the first few words of it, in the author position. If it is a book, periodical, or report, *italicize* it. If it is a journal article, title of a web page, or a chapter in a book, put it in quotes.

   a) Current information (*Education Handbook*, 2007) suggests that . . .
   b) Recent studies in this area ("Six Studies on Learning," 2008) seem to show that . . .

Corporate Author

When citing government agencies, corporations, study groups or associations, use the full name every time it is mentioned in the text (see example a, below). You may abbreviate the name for the second and subsequent citations if the abbreviation is familiar, if it has been explained in the text and will be used at least 3 times (see example b, below), or if the complete name is very long.

a) Statistics released (National Institutes of Mental Health, 1986) seem to show . . .
b) A statistical analysis by the National Institutes of Mental Health (NIMH,1986) . . .

In the reference list this would be spelled out as National Institutes of Mental Health. If you have five or more abbreviations in your paper, it is appropriate to make a list of abbreviations at the beginning. Once an abbreviation is explained, it should be used consistently throughout the paper.

Authors With the Same Surname

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

a) K. Lee (2008) suggests that Koreans were trying a different approach . . .
b) Other research (see for example J. Lee, 2007) has found . . .

Personal Communication

This form is used for letters, e-mails, or conversations, with the author. *Such references do not appear in the reference list.* Give the initials with the surname and the complete date.

L. R. Brown (personal communication, October 20, 2009) said that . . .

Secondary Source

Always indicate the source where you read a citation. If you read certain information in someone else's paper, you must indicate it properly as a secondary source. Citing secondary sources is generally frowned upon, but it is acceptable for supporting works that are difficult to find. Always try to find the original sources whenever possible. Note that the original source is mentioned first, and then the source where you read the citation, after "as cited in."

a) Brown (as cited in Smith, 2007) stated that. . .
b) A recent study (Johnson, as cited in Smith, 2007) points out. . .

Note: In the reference list, only the source *where you found the material* is listed.

Reprinted or Republished Works

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.

a) Early research on Cerebral Palsy, (Freud, 1933/1974), pointed out that . . .
b) The aim of true education is . . . (White, 1903/1952).

Electronic Media

Often no page numbers are provided with electronic sources. In that case, use paragraph numbers (preceded by "para." or "¶") to direct the reader to quoted material. Give the nearest document heading, and then count the paragraphs after that heading. Note that the web address (URL) does not go in the in-text reference. It goes in the *reference list*.

a) As Rittenhouse (2001, para. 3) aptly phrased it, "There is no need . . ."
b) "It is clear from conditions today that . . ." (Jacobs, 2003, Conclusion section, ¶ 1).

<h1 style="text-align:center">Reference List Basics</h1>

The APA *Publication Manual* requires a reference list at the end of the paper, where each source *actually cited* in the paper must be included in the alphabetical list. No extra works are allowed. However, APA advises that some committees may require evidence that students are familiar with a broader spectrum of literature. If sources other than those actually cited in the paper are included, the reference list would be titled "Bibliography."

General Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.

2. Run-over lines in references are indented by the regular default of .5".

3. Entries are single spaced (the APA manual shows double spacing for those preparing a journal for publication). Since you are preparing a document in final form, single spacing, which looks nicer and saves space is used. Double space between entries.

4. One entry should *not* be split across two pages.

5. When an author has several works, each entry must provide the author's name (APA does not use an eight-space line or Ibid.).

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 (for more detailed examples, see *References How-To* below).

   > Smith, B. J. (2000a). *Specific concerns . . .*
   > Smith, B. J. (2000b). *Trying to overcome . . .*

7. Italics—not underlining—is used for titles of books/journals.

8. For the publisher's name, use a "shortened" form (Sage; Jossey-Bass; Macmillan). Do not include "Publishing Company," "Inc.," or "Ltd." However, the word "Press" is often retained, such as in *Pacific Press*. This **always** applies to university presses.

9. No quotation marks are used for article titles in magazines/journals.

10. For books, give the city and state (or city and country, if outside the U.S.) of publication, followed by the publisher. Use the state abbreviations (see p. 87) with no periods. *APA 6* requires the city and the state/country for ALL reference entries:

    > Reading, MA: Addison-Wesley.
    > Mumbai, India: Peace Press.
    > New York, NY: McGraw Hill.

    Note: When New York is spelled out, it is the *city*.

11. Titles of books are presented in *sentence case*. Proper nouns and the first word after a colon are capitalized:

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

12. Journal titles are presented in *title case*. The title and the volume number are italicized. An issue number (if available) follows the volume number (no space), within parentheses (but not in italics). This is followed by the page numbers where the article was found:

    > Ali, W. H. (2004). Learning teams and low achievers. *Social Education, 48*, 60-64.
    > Astin, A. W. (2007). Change. *Competition Journal, 19*(5), 12-19.

Author Rules

Single author entries. Single author entries precede multiple-author entries:

Alleyne, R. L. (2001).
Alleyne, R. L., & Evans, A. J. (1999).

Same authors, different year of publication. Identical author entries are arranged by year of

publication, the earliest first:

Cabading, J. R., & Wright, K. (2000).
Cabading, J. R., & Wright, K. (2001).

Same authors, same year of publication. Identical author entries with the same publication date are arranged alphabetically by the title. Lower case letters (a, b, c) are placed immediately after the year within the parentheses:

Baheti, J. R. (2001a). Control . . .
Baheti, J. R. (2001b). Roles of . . .

Different subsequent authors. These are arranged alphabetically by the surname of the second author, or third author (if the second author is the same), and so on:

Gosling, J. R., Jerald, K., & Belfar, S. F. (2000).
Gosling, J. R., & Tevlin, D. F. (1996).

Hayward, D., Firsching, A., & Brown, J. (1999).
Hayward, D., Firsching, A., & Smigel, J. (1999).

Different authors with the same surname. Arrange alphabetically by the first initial.

Mathur, A. L., & Wallston, J. (2009).
Mathur, S. E., & Ahlers, R. J. (1998).

How to Reference Electronic Media

The variety of material available via the Internet can present challenges for referencing because information is frequently missing. Internet sources should provide the same information as any other reference, if it is available, and a URL address. The retrieval date is no longer generally required. Specific suggestions include:

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

2. Test the URLs in your reference list before the final submission of the document. If the URL does not work, your reader will not be able to access the material you cited. Always retain copies of downloaded material until your paper is approved.

3. Do not put a period after a URL.

4. Break a long URL **before** punctuation. Use shift + enter to move the text to a new line.

5. When there is a high possibility of change (personal websites, wikis, blogs, online discussions) the retrieval date should be included.

   Juke, A. (n.d.). *My opinion about homework.* Retrieved January 13, 2010 from http://www.myopinion.com

6. Remove the underlining and blue color from URLs before you submit your paper.

7. A DOI is a Digital Object Identifier, which is the most useful information to provide for online sources. If the DOI is provided, there is no need to give a URL for online journals.

Printed Materials

One Author

    Sommer, R. F. (1989). *Teaching writing to adults*. San Francisco, CA: Jossey-Bass.

Up to Seven Authors

    Bennett, N., Crawford, M., & Cartwright, M. (2003). *Effective educational leadership*. London, UK: Open University Press.

More Than Seven Authors

    Picton, T. W., Benton, S., Berg, P., Donchin, E., Hillyard, S. A., Johnson, R. J., . . . Taylor, M. J. (2000). *Recording standards and publications criteria*. Springfield, MA: Erlbaum.

Author as Publisher

    American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.

    National Science Foundation. (2010). *Earth sciences: Instrumentation and facilities*. Arlington, VA: Author.

Edition Other Than the First

    Denis, T., White, N., & Peterfreund, S. (2005). *Great traditions in ethics* (11th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Edited Book (Editor as Author)

    Roth, J. (Ed.). (1995). *International encyclopaedia of ethics*. London, UK: Fitzroy Dearborn.

Chapter in an Edited Book

    Anderson, P. (1985). What survey research tells us about writing at work. In L. Odell & D. Goswami (Eds.), *Writing in nonacademic settings* (pp. 239-252). New York, NY: Guilford.

Translation

    Piaget, J. (1980). *Six psychological studies*. (A. Tenzer, Trans.). Brighton, UK: Harvester. (Original work published 1964).

Book in a Foreign Language

    Kleinert, U., & Kühn, R. (2011). *Und Sie zogen aus in Ein wüstes Land: Auf den Spuren der Bibel Durch den Sinai.* [And they went out into a barren land: On the trail of the Bible through the Sinai]. Darmstadt, Germany: Wissenverbindet.

Book Review

    Rah, S. (2010, April). Heroic tales from distant lands [Review of the book *Kingdom without borders,* by M. Adeney]. *Christianity Today, 54*, 4.

Article in a Magazine

    Adams, W. (2010, May 10). Norway builds the world's most humane prison. *Time, 175,* 78.

Article in a Newspaper

    Gardiner, B. (2010, April 15). Emphasis on ethics. *The Wall Street Journal*, p. 9.

Article in a Journal

    Knatterud, M. E. (1991). Writing with the patient in mind: Don't add insult to injury. *American Medical Writers Association Journal, 6*, 10-17.

<div align="center">

Electronic Sources

</div>

Entire Book Online

Boud, D., & Feletti, G. (Eds.). (1999). *The challenge of problem-based learning* (2nd ed.). Retrieved from http://books.google.com/books

Article With DOI

Articles retrieved from an electronic database are now cited exactly as the print version unless the article is particularly difficult to find. No need to include date retrieved or the database. The DOI is included, when present, however, whether you read the print or the electronic version.

Devlin, J. T. & Poldrack, R. A. (2007). In praise of tedious anatomy. *NeuroImage, 37*, 1033-1041. doi:10.1016/j.neuroimage.2006.09.055

Internet Article or Website (Without DOI)

Lumsden, L. (1994*). Student motivation to learn*. Retrieved from http://chiron.valdosta .edu/whuitt/files/stdtmotv.html

Article in an Internet-Only Journal

Salend, S. J. (2004). Fostering inclusive values in children: What families can do. *Teaching Exceptional Children, 37*(1), 64-69. Retrieved from http://journals.sped.org /index.action=TEC_toc&ID=55

Paper Presented at a Conference

Woll, C. (2006). *The difficult organization of business interests.* Paper presented at the 15th International Conference of the Council for European Studies, Chicago, March 29-April 2, 2006. Retrieved from http://www.ces.columbia.edu/pub/papers /Woll.pdf

Paper in Conference Proceedings

Thompson, H. L. (2005). The impact of stress on the BarOn Eq-i reported scores and a proposed model of inquiry. In *Proceedings of the 5th Annual NexusEq Emotional In-telligence Conference.* Retrieved from http://nexuseq.com/post/dick_thompson2 .pdf

Newspaper Article (Online)

Kershaw, A. (2010, May 05). Students hit by lecturers' strike. *The Independent.* Retrieved from http://www.independent.co.uk

Website of Organization or Governmental Agency

British Educational Communications and Technology Agency. (2010). *Assistive technology and the Home Access programme*. Retrieved from http://schools.becta.org.uk/index .php?section=oe&catcode=ss_es_hom_02&rid=17557

U.S. Copyright Office. (1981). *Circular R1: Copyright basics (Publication No. 341- 279/106).* Washington, DC: Government Printing Office.

Article in a Wiki

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

Thesis Retrieved Online

Havens, L. (2009). *Behavioral and socioeconomic differences among users of the internet public library from North Carolina.* (Master's thesis). Retrieved from http://www .openthesis.org/documents/Behavioral-Socioeconomic-Differences-among-Users -594471.html

Unpublished Material

Unpublished Paper

Skinner, E., & Belmont, M. (1991*). A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student engagement.* Unpublished manuscript, University of Rochester, NY, USA.

Thesis/Dissertation

Akpa, V.O. (2006). *Factors that motivate employees to work at Northern Luzon Adventist College (NLAC), Philippines: An analysis* (Unpublished master's thesis). Adventist International Institute of Advanced Studies, Silang, Philippines.

Missing Information

No Date

Bligh, B. (n.d.). *Cherish the earth*. Sydney, Australia: Macmillan.

No Author

Handbook of research. (1998). Princeton, NJ: College Board Publications.

Additional Resources

Additional examples of reference list entries may be found in the American Psychological Association's *Publication Manual*, 6th ed., or in online materials showing how to reference in APA style. Some useful APA sites are

APA

http://www.apastyle.org/index.aspx

Dalhousie University Libraries: APA Style (6th) Quick Guide

http://www.library.dal.ca/Files/How_do_I/pdf/apa_style6.pdf

Northern Michigan University: APA Reference Style Guide

http://library.nmu.edu/guides/userguides/style_apa.htm

The Owl at Purdue: Online Writing Lab

http://owl.english.purdue.edu/owl/section/2/10/

Queens University: Guide to Citing Education Resources in APA Format 6th Edition

http://library.queensu.ca/webedu/howtofind/apa.pdf

Trinity University: APA Style for Electronic Sources

http://lib.trinity.edu/research/citing/APAelectronicsources.pdf

APPENDIX A
EDITING CHECKLIST

This form is designed to help students (or advisors) review their paper before sending it to the AUA Editor. The Editor's job is to CHECK for these things, NOT TO DO THEM FOR THE STUDENT. Attention to these details before your work is sent for editing will ensure much more rapid progress.

MISCELLANEOUS FORMAT ITEMS

_____ Document is in ONE file, and preliminary pages are properly numbered.

_____ Page numbers are in the same font and size as the rest of the text.

_____ Table of Contents is formatted with tabs and dot leaders, not spaces and full stops.

_____ Table of Contents entries are title case, and page numbering corresponds to the actual titles.

_____ Format for footnote marker in text: sentence punctuation, quote mark, footnote marker (.”[3]).

_____ Abbreviations are used for books of the Bible in parentheses, and footnotes; they are written out if they are part of the sentence.

_____ Round numbers or numbers below 10 are written out in words.

_____ Dashes are formed by two hyphens—they have no space before or after them.

SPACING

_____ Preliminary pages have headers at 2” (5 cm) and follow the format illustrated in this book.

_____ Document is left-justified, and double-spaced, with no extra space between paragraphs.

_____ Single spacing is used for long quotes (Turabian), bibliography, and often for tables.

_____ One blank line between chapter number/title, two blank lines between chapter title/text.

_____ Two blank lines before and one blank line after subheadings within the text.

TABLES/FIGURES

_____ Tables are readable, consistent in format, and have no vertical lines and few horizontal lines.

_____ Tables/figures are mentioned by name/number before appearing in text.

_____ Tables/figures are numbered consecutively (but separately) throughout the document.

_____ Table numbers and titles are typed **above** the table, figure numbers and titles, **below**.

_____ Three blank lines before and after tables/figures inserted within the text.

_____ Tables are preferably at the top or bottom of a page, not in the middle.

_____ If a table/figure is taken from another source, the complete source is cited below the table.

HEADINGS and SUBHEADINGS

_____ Headings and subheadings are properly chosen and formatted (subheadings are truly a division of the heading they fall under).

_____ No heading has only a single subheading under it.

_____ Capitalization of headings follows AUA style.

_____ Spacing above and below headings is consistent and correct (2 blank lines above, 1 below).

_____ No heading appears without at least two lines of text below it at the bottom of a page.

FOOTNOTES and BIBLIOGRAPHY

_____ Footnotes begin on the page (below text, not at the bottom of page) where citation is made.

_____ Footnotes do not continue onto a second page unless they are more than ½ page long. Move a line or two of text to the next page if needed to achieve this.

_____ Footnotes are indented the same as the paragraph and end with a full stop.

_____ Individual footnotes are single spaced with double space between footnotes.

_____ Footnotes are continuously numbered throughout each chapter.

_____ Footnotes contain all required elements of each reference, including city and state/country, press, date, and page number.

_____ Footnotes are carefully checked for punctuation, italics, proper spacing, capitalization, parentheses, spelling, and consistency.

_____ All footnote references are ALSO included in the Bibliography.

APPENDIX B
CAPITALIZATION RULES FOR THEOLOGICAL TERMS

Names of the Trinity	Case
the Trinity, Deity, Triune God, God, Father, Creator, Jehovah, the Source	Upper
Jesus, Christ, Son, Savior, Lord, Son of God, Lamb of God, the Word, Messiah, Prince of Peace	Upper
Heir, High Priest (but as a high priest, an heir)	Mixed
Son of Man, King of Kings, Lord of Lords (as an eschatological title)	Upper
Son of man, King of kings, Lord of lords (for general theological discourse)	Mixed
Holy Spirit, Comforter, Spirit, Paraclete	Upper
Derivatives of the Trinity	
kingship, sonship, heirship, messiahship, fatherhood, divinity, theology, messianic, christological, divine	lower
Christlike, Christian, Christology	Upper
Personal Pronouns for God	
He, Him OR he, him (The traditional way is to capitalize, but today's English Bibles do not capitalize the pronouns. Follow your advisor's preference, but be consistent throughout the paper.)	Upper OR Lower
People of the Bible and Early Christian Era	
the apostles/disciples, the patriarchs, the prophets, the apostle Paul, the prophet Daniel	lower
the Church Fathers, the Fathers, the Twelve, the Seventy	Upper
Gentile, Jew, Jewish	Upper
Creeds	
the Apostles' Creed, the Augsburg Confession, Luther's Ninety-five Theses	Upper
Names for Scripture and Parts of Scripture	
Bible, Scripture(s), Septuagint (LXX), Masoretic Text (MT)	Upper
God's Word, Word of God (an unqualified name for Scripture)	Upper
God's word, word of God (general theological discourse)	lower
biblical, scriptural, a psalm	lower
Old Testament (OT), New Testament (NT)	Upper
all books of the Bible (Exodus, Matthew)	Upper
the Pentateuch, the Prophets, the Writings (as part of the Hebrew Bible)	Upper
the Psalms, the Shepherd Psalm, the Gospels, the Fourth Gospel, the Synoptics	Upper
the Epistles (referring to a specific collection), the Apocalypse (referring to Revelation)	Upper
the Pauline Corpus, the Epistle to the Hebrews, the Epistle of Jude	Upper
the epistles of Paul (for general discourse)	lower
the Decalogue, the Ten Commandments, the Ten Words, the Lord's Prayer	Upper
the parables, the parable of the lost coin (for general discourse)	lower
the Parable of the Prodigal Son (when used as a title), the Sermon of the Mount, the Olivet Discourse	Upper
the Great Commission (unqualified)	Upper
the great commission of Christ to his disciples (general)	lower
Bible Doctrines for General Reference (examples)	
the millennium, the sanctuary, the state of the dead, the mark of the beast, the second coming of Christ, holy communion	lower
the investigative judgment, the seal of God, the law of God, the nature of Christ, the Christian life	Mixed

The Church	Case
the church (general discourse about the Christian church)	lower
the church (referring to any church body, but not by name)	lower
the Church (as a concept [rarely used])	Upper
the apostolic church (designating a particular era)	lower
the New Testament church (designating a particular era)	lower
Denominations	
the Lutheran Church, the Seventh-day Adventist Church	Upper
Churches by Location	
the Atlanta church (not official name)	lower
the European church (not official name)	lower
Official Names of Churches	
the Clear Lake Seventh-day Adventist Church (official name)	Upper
Maxwell Academy SDA Church (Official name, SDA abbreviated)	Upper
Church Offices/Officers	
the deacon/deaconess, the elder/elders	lower
the district leader, the church pastor, the ministerial director	lower
the East-Central African Division, Kenya Union Conference, Rwanda Union Mission	Upper
Pastor Kavuga, Elder Chungwe, the Kanama District	Upper
the division president, the conference treasurer	lower
Bible Events and Times	
Special, unique events, when unqualified appear in capitals. When qualified, they appear in lowercase.	
the Creation (unqualified)	Upper
the creation of the world (qualified)	lower
the Incarnation (unqualified)	Upper
the incarnation of Christ (qualified)	lower
the Atonement (unqualified)	Upper
the atonement for mankind (qualified)	lower
the Crucifixion (unqualified)	Upper
the crucifixion of Christ (qualified)	lower
the Resurrection (unqualified)	Upper
the resurrection of Christ (qualified)	lower
the Exodus (unqualified)	Upper
the exodus of Israel from Egypt (qualified)	lower
the Flood, the Deluge (unqualified)	Upper
the flood of Noah (qualified)	lower
the Second Advent, the Second Coming (unqualified)	Upper
the Parousia (unqualified)	Upper
the second coming of Christ (qualified)	lower
Theological Terms	**Case**
the plan of salvation, the plan of redemption	lower
the Gospel (unqualified; as a concept—rarely)	Upper
the gospel of Christ, the gospel of grace (qualified)	lower
the Third Angel's Message (as a title)	Upper
the third angel's message (general), the three angels' messages (general)	lower
the Sabbath (seventh day of the week)	Upper
the ceremonial sabbaths (Mosaic)	lower
the Spirit of Prophecy (collected writings of E. G. White)	Upper
the spirit of prophecy (Rev 19:10)	lower

APPENDIX C
SOME USEFUL ABBREVIATIONS

State Abbreviations for the United States

In footnotes and reference lists/bibliographies, the names of the states in the United States are always abbreviated. Table C1 contains the two-letter abbreviations for each state.

Table C1. United States Two-Letter State Abbreviations

Location	Abbreviation	Location	Abbreviation	Location	Abbreviation
Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	OH
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Rhode Island	RI
Connecticut	CT	Minnesota	MN	South Carolina	SC
Delaware	DE	Mississippi	MS	South Dakota	SD
District of Columbia	DC	Missouri	MO	Tennessee	TN
Florida	FL	Montana	MT	Texas	TX
Georgia	GA	Nebraska	NE	Utah	UT
Hawaii	HI	Nevada	NV	Vermont	VT
Idaho	ID	New Hampshire	NH	Virginia	VA
Illinois	IL	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
Iowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

Biblical Book Abbreviations

Both the Seminary and the School of Postgraduate Studies should use the biblical book abbreviations found in Table C2. They are written with no periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence, or within a title.

Table C2. Biblical Book Abbreviations

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

APPENDIX D
TIPS FOR MAKING STUDENT RESEARCH PUBLISHABLE

A publishable paper is different in several ways from the typical class paper. Usually it contains primary data, or presents new ideas. Before preparing a publishable article, decide which journal you will submit it to. Study the articles in that journal and the guidelines for authors which the journal provides. These instructions regarding content, format, and submission, must be followed exactly and in detail.

Publishers expect articles to be clear and succinct. An article will be shorter than the paper on which it is based. The basic parts, however, must appear. For a theological paper, the parts are as follows: 1. Introduction (containing statement of problem, purpose, and procedure followed (where the research started, what kinds of sources were used, etc.). 2. A review of literature may or may not be needed. Often that information appears in the footnotes. 3. Analysis of the topic (this may be historical or topical). 4. Conclusion, where the author sets forth the "so-what" of the information presented. The parts of an empirical study are included in the explanation below, which has been prepared for empirical research, however, students preparing an article for a theological or ministerial journal will also find it helpful.

Student paper	Publishable paper	How to get there
Can tend to be wordy, unedited.	Tight, no wasted words, highly polished.	Write it, then edit it repeatedly using other readers if possible, until output is high quality.
Can appear as if the student is trying to stretch the paper to meet the minimum length requirement.	General feeling that the author has more to say than what will fit and is trying to reduce the paper to meet the maximum length allowed.	Start with a slightly longer paper and reduce it. Often you need to begin with 30-35 pages and reduce to 25.
Often lengthy general introduction.	Introduction and Literature Review are usually combined and point to the need for the present study.	Keep introduction short. Write a paragraph or two, and move directly into your study. The introduction must convince readers of the timely relevance of your study and show its place in current research.
Literature Review is lengthy, contains a lot of general information, not many primary sources. Often does not give reasons for inclusion of information.	Literature review is focused and relatively brief. It contains mainly primary studies closely related to the research, not general, introductory sources or tangentially related past work.	Read the general introductory studies for your own information, if needed, but do not put them in the introduction. A dissertation contains a general literature review occupying a whole chapter which an article leaves out.
Frequent use of poor quality sources, such as general internet articles on a topic, textbook explanations, Wikipedia definitions, etc.	Sources must be recent, and closely related to the study. High quality sources, such as journals, recently published books, and primary studies are used. Review articles can be useful summaries or sources of expert opinion. Breadth is sought to include multiple perspectives.	Seek out high quality sources, especially primary studies that are directly related to your study. Ask more from your sources. Mediocre sources make a mediocre paper. There is plenty out there—make the effort to find the good stuff.
Tends to use a lot of quotations, even lengthy ones.	Few quotations, but many references; often multiple ones in the same area reinforcing a point of view or line of research.	Make sure you understand what is being said, and summarize/reduce bulky ideas into smaller spaces using the support of multiple sources.
Tends to rely heavily on a few sources	Much more breadth of sources; not overly dependent on a chosen few.	Find out who are the key authors in a field and cite them, but seek breadth, as well as depth. One article per area discussed is not sufficient coverage.
Analysis is heavily tied to ideas found in the literature. Little original thought is evident.	Independent thinking is clearly demonstrated; ideas come from the author as well as the literature; value added by the author is clearly demonstrated.	Read more. Think more. Do not write the first thing you see. When you have read more deeply and widely, you will begin to have your own expertise to write about. Be careful to link your own ideas to sources contributing to or sharing perspectives you develop.

Student paper	Publishable paper	How to get there
Plagiarism is not always carefully avoided. Sometimes this is due to poor technique, sometimes because the student does not believe it is important.	Plagiarism has no place here. Quotations and ideas of others are carefully referenced.	This is an area which must be carefully guarded in all papers. Reference carefully at all times; take special care with internet sites to acknowledge authorship correctly. For help with electronic sites, see http://owl.english|.purdue.edu/owl/resource/560/10/
Personally created summaries, lists, tables or figures are rare; any found in the text are usually quoted.	Appropriate summaries, figures, tables, or lists are generated when analysis requires some creative form of synthesis to describe what was learned. Figures from others are almost never reproduced.	Seek opportunities to summarize combine, create, construct, and share ideas in the form of personally created tables, figures, or graphs. These are fine outputs for the analysis you should be doing. Resist the temptation to quote other people's analyses in your paper—just reference them.
The referencing style is often followed mechanically, but not well understood.	Evidence is given of clear understanding of the referencing style, be it APA (http://flash1r.apa.org/apastyle/basics/index.htm), Turabian (see http://www.docstyles.com/cmscrib.htm), or SBL.	Follow carefully the style manual indicated by the journal in which you wish to publish. Thoroughly learn the reference style required. Have others who know it well check your paper.
Headings are frequent, but not always meaningful.	Headings are carefully planned to divide a piece into sections and subsections.	Edit your headings specifically. Don't overuse them. Consider the organization of your piece so that the headings help structure your article. Ask for expert opinions.
Quotations are often introduced in a wordy way that does not show true analysis of what was said.	Quotations are rare; ideas from sources are analyzed and compared with ideas from other sources. The referencing style shows source information, leaving the writer free to make analytical comments.	Practice this. Make sure every word counts. Do not begin sentences with authors' names but rather with ideas. Compare/contrast and synthesize relationship ideas adequately.
Often repetitive, loosely organized.	Tightly organized by topic, with each topic being addressed once—no repetition.	Write an outline first; check the organization before you finish. Print the article and check its organization, making sure that all similar ideas are in the same place or are clearly associated by linking terms. Do not repeat yourself.
Method section tends to cover several pages.	Method is almost like a formula—it is concise, dense, and short--usually only a page or so. Much of the ethical and data collection details are left out and presumed to be cared for by the author.	From the description of the methodology in your paper, create a more concise explanation, following the norms of the discipline. A dissertation will have much more detail in the method than an article.
Analysis is often bulky and repetitive.	Analysis is as concise as possible. Tables and text overlap very little, but rather, complement each other. Comments and references to relevant literature are made when appropriate.	You may need to write out a bulkier data section at first and then reduce it. Do not repeat yourself or describe uninteresting data. Tell the important parts and say that the rest confirmed prior research, was insignificant, or contributed no new knowledge.
Analysis tends to be driven by numbers which are sometimes not interpreted adequately and are often awkward to read.	Analysis is written in as simple a language as possible, highlighting meaning, interpreting statistics to confirm trends or hypotheses and practical applications to the ideas of the research study.	Editing is needed here. Early drafts look more like plain SPSS output. Later drafts will read more like a reasoned explanation or expository story, with numbers for support.
Conclusion tends to repeat analysis, rather than bringing something new.	Conclusion puts together all the pieces found in the analysis (without necessarily restating them) and analyzes the whole, bringing in references to literature, interested parties, etc. The conclusions are tied to the data, but clearly represent the author's explanation of the meaning of the data.	This requires careful writing, personal critical thinking, disciplined creativity in forming new syntheses suggested by the data and discussion with your advisor. Put your ideas in your writing; test them on your advisor. Write, and be prepared and willing to rewrite. Do not repeat here. Conclusions should be short, meaningful, and powerful.