

**Guide for Research and Writing  
(SBL Style)**

**TAYLOR SEMINARY  
Edmonton, Alberta**

Adapted from the guide prepared by the  
Religion & Theology Program Faculty of Taylor University College  
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**A RESEARCH PAPER  
PRESENTED TO**

[Insert Name of Faculty Member Here]

**TAYLOR SEMINARY**



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**In Partial Fulfillment  
of the Requirements for the Course**

[Insert Designation and Name, e.g., NT 411 New Testament Foundations I]



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## Table of Contents

Introduction.....	3
1.0 Defining the Assignment .....	3
Types of Assignments.....	3
What is an Academic Research Paper?.....	4
Other Types of Papers.....	5
2.0 Getting Started .....	6
Preliminaries: Assembling a Writer’s Basic Tools.....	7
Determining Topic and Thesis.....	7
Digging Deeper into the Primary Data.....	9
Finding Quality Secondary Resources .....	9
Preparing an Outline .....	11
3.0 Writing and Rewriting .....	11
Being Original While Learning from Others .....	12
Knowing When (and When not) to Quote .....	12
Documenting your Resources .....	13
Avoiding Plagiarism .....	13
4.0 Presenting Your Paper .....	15
Research English.....	15
Editorial Style .....	16
Bibliography and Works Cited .....	19
General Instructions .....	<b>Error! Bookmark not defined.</b>
Conclusion .....	20
Appendix 1: Sample Notes and Bibliography Entries .....	21
Appendix 2: Sample Bibliography.....	29
Appendix 3: Abbreviations for Bible Texts, Versions, and Books of the Bible.....	31
Appendix 4: Secondary Resources for Biblical & Theological Studies (with Abbreviations).....	33



## Introduction\*

Taylor Seminary professors do not assign research papers to make life difficult for students! Such assignments are made because it has been demonstrated clearly that students grow and benefit greatly from such experiences. Research papers are the best way to help students clarify and work through issues and develop and improve skills in reading, comparing, evaluating, synthesizing, and writing. In turn, these skills are essential to success and effectiveness both while in seminary and, even more importantly, in the careers and ministries that will open up to you after graduation.

*Guide for Research and Writing (SBL Style)* has been designed to assist you in preparing written assignments and research papers for classes at Taylor Seminary. The format of these guidelines mimics a research paper and incorporates many of the style elements you will be expected to use in your writing.<sup>1</sup>

### 1.0 Defining the Assignment

#### 1.1. Types of Assignments

Before beginning to write, it is important to know the type of assignment you are asked to complete. While you are a student at Taylor Seminary you will be asked to complete a variety of

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\* *Guide for Research and Writing (SBL Style)* has been adapted for Taylor Seminary students from the document, *Guidelines for Research Papers in Religion & Theology (SBL Style)*, prepared by the Religion & Theology Department of Taylor University College. The following paragraph reproduces the introductory explanatory note of that document.

“This document is a thorough revision of an older generic version of *Guidelines for Research Writing* and discipline-specific *Guidelines for Research Papers in Religion & Theology*. The latter was written by Tyler Williams, while the former was composed by Taylor University College faculty (particularly Glen Scorgie, Tyler Williams, and Martin Friedrich). Individuals whose materials have been consulted, or who have provided valuable feedback, include Richard Ascough, Brad Eastman and Marion Taylor, among others. In revision 1.1 by Tyler Williams (08/2002), *Guidelines* was brought into conformity with the editorial style of the Society of Biblical Literature. Revision 1.2 by Jerry Shepherd (09/2003).”

<sup>1</sup> Unlike research papers, however, this document is printed on both sides of the page; papers for courses should be printed on one side only. For more help in writing research papers, see Nancy Jean Vyhmeister, *Quality Research Papers: For Students of Religion and Theology* (Grand Rapids: Zondervan, 2001). For details of the SBL editorial style not covered in this document, please see Patrick H. Alexander et al., eds., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Grand Rapids: Hendrickson, 1999).

different assignments in your courses. These will include longer papers such as research papers, inductive studies, exegesis papers, and essays (which emphasize your own creative thought), as well as shorter assignments including critical book reviews, reading reports, and journaling. Although *Guide for Research and Writing* primarily addresses the formal style and presentation required in longer papers, it is good practice to follow the recommended format when completing other written assignments as well. Doing so will help you master more quickly the skills required to prepare and present quality research papers.

### ***1.2. What is an Academic Research Paper?***

What is an academic research paper? First, it is important to note that research papers are *not* general discussions of a topic, like you find in a textbook or dictionary article. Rather, a research paper argues a particular point – a thesis – that you consider to be correct and worth making. To begin a research paper – also called an *argumentative research paper* by some – you should do extensive reading (one hundred or more pages) on a specific, as yet unresolved (or too superficially resolved) topic, critically assess the positions of the authors you consult, and then synthesize their findings and your own insights into a paper that presents your considered opinion on the matter. The first paragraph (or so) briefly outlines the issue your paper addresses and then presents a clearly formulated thesis statement representing your understanding of the best solution. The body of the research paper attempts to demonstrate the validity of your thesis through a logical progression of arguments. The final paragraph gives you an opportunity to synthesize your arguments (if there are loose ends) or simply to summarize what you have demonstrated.

Research papers, then, do not just summarize discussions of a particular topic, nor do they just repeat the traditional arguments of an established view. They are attempts to convince others that your way of viewing a matter is the most adequate alternative available. As such, the mode of presentation for a research paper is analytical: the strengths of your thesis and the weaknesses of the competing theories are demonstrated through discussion and analysis of the



relevant social, historical, and literary evidence. The position defended in your paper does not need to be original. It may be a variant or adaptation of one that you encountered in your research; that is, you may be arguing that a theory most closely associated with one group of scholars provides a better explanation of the data than the other theories you encountered.

### ***1.3. Other Types of Papers***

The argumentative approach is the standard format for a research paper. It is the format one comes across most often in articles published in academic journals. The argumentative paper is the best format to showcase your ability to think critically and independently. It is not, however, the only way to write a paper. A variation on this format is what might be called the *historical research paper* that discusses the origins and development of some topic, such as the Christian conception of Satan, the rise of the form critical method in biblical studies, or the development of the doctrine of the Trinity. Such issues usually do not lend themselves to the formulation of a single thesis statement because many disparate factors may contribute to a sequence of historical changes and each must be analyzed individually. Moreover, these essays tend to be less argumentative, for it is not possible to analyze every factor in depth (which would take a book), and often there is little debate among scholars about the broader features of the development. Because the scope of these essays is broad and the basic contours of the developments being reviewed are seldom controversial, essays like these rarely provide a good forum for demonstrating your ability to think for yourself. It would be better to narrow down your topic and discuss one particular factor involved in the development of the topic, particularly a facet about which there is some dispute. So, for example, your paper could be on the purported Persian influence in the development of the Christian conception of Satan, the Platonic background to the development of the doctrine of the Trinity, or an evaluation of form criticism in light of recent folklore studies.

Two specialized forms of research papers in biblical studies are the *inductive study* and the *exegesis paper*. An inductive study, as the name suggests, is an intensive and direct study of a

biblical text without recourse to any secondary resources. Personal observation and analysis constitute the essence of inductive studies. Exegesis papers likewise are in-depth and intensive studies of a particular biblical passage, but unlike inductive studies, exegesis papers take full advantage of a wide variety of quality secondary resources like commentaries, Bible dictionaries, specialized studies, and journal articles. The word *exegesis* is derived from a Greek word meaning “to lead out.” It refers to established means or methods of interpretation designed to bring meaning *out of* a text. In many ways, an exegesis paper builds upon an inductive study in that your own direct study of the biblical text is a necessary precursor to looking at any secondary literature. Like argumentative research papers, exegesis papers should have a thesis statement. Unlike commentaries on scripture, exegetical papers do not go sentence by sentence through the passage explaining every thought in order. Though that may have been the approach of your initial interpretation, the structure of your exegetical essay should correspond to the most logical and compelling presentation of evidence and arguments that support your interpretation.

## **2.0. Getting Started**

Successful research papers do not happen automatically. They require a commitment of both time and effort in order to think through ideas, dig out information, develop an outline, and then actually write, revise, and edit the paper. For students who start their research a month or so early, and work leisurely an afternoon at a time, writing a research paper can be quite rewarding. At the very least, you should find a topic and begin your research and reading at an early date. For students, however, who habitually start their essays within a week of the due date (or the night before!) research papers seem like massive undertakings. Essay writing deprives them not only of all their spare time but even of their sleep, and places them in a crisis situation for that week. Should some unanticipated circumstance prevent them from finishing on time they begin to feel that life is against them. When they fail the paper because they have not done nearly enough work they marvel “But I never worked so hard in my life!”

Those unanticipated circumstances that plagued you the week an essay is due may seem to be unavoidable and, therefore, valid excuses. But your more enlightened instructor may interpret these occurrences as omens warning you to repent of your procrastinating ways. Remember, you know as early as the beginning of the course the assignments you have to complete; they are in your course syllabus. And remember also that a pattern of repetitive procrastination only serves to reinforce the sense of foreboding you may experience as assignment due dates draw near. Do not be fooled: Your instructors can tell when a paper is produced through a combination of no sleep, a slurpie and chocolate diet, and rushed research!

### ***2.1. Preliminaries: Assembling a Writer's Basic Tools***

A basic piece of writing equipment to have always at your fingertips – for meanings as well as for correct word spellings – is a good English dictionary. We recommend the *Canadian Oxford Dictionary* (1998) or the latest edition of *Webster's New Collegiate Dictionary*. A very good extended discussion of research writing in religion and theology is Nancy Jean Vyhmeister, *Quality Research Papers: For Students of Religion and Theology* (Grand Rapids: Zondervan, 2001). On a more general level, *Essay Writing for Canadian Students*, by Stewart, Bullock, and Allen, is an outstanding introduction to the elements of good writing style and a reminder of the standard gaffs to avoid. Finally, you may want to invest in *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (ed. Patrick H. Alexander et al.; Grand Rapids: Hendrickson, 1999).

### ***2.2. Determining Topic and Thesis***

A good research paper begins with an engaging topic and a well-formulated thesis. Before beginning to write, it is therefore important to clarify the nature and scope of the problem or subject matter to which attention will be given. The sooner you are able to define your topic with precision, the more efficiently and effectively you will be able to do your work. It is equally strategic to clarify how much research is expected and what types of sources are best.

The ability to formulate a good topic is the result of being sufficiently familiar with the primary data (e.g., the biblical text or the particular theologian's writings) and secondary literature (books, articles, commentaries, etc.). Strategies for finding a good topic for your research paper include: noting issues or problems while you are reading your course textbooks (or listening to class lectures); looking at dictionary or journal articles which clarify the points of contention on specific issues; and exploring some indexes of scholarly literature (such as the ATLA Religion database) to see what others have written on recently. Once you have a possible topic, you need to do some more initial research to see how it could be narrowed down into a manageable topic. For example, if you want to do a paper on "innocent suffering in the book of Job" your first step is to read and reread the book of Job a number of times in different translations highlighting the verses that speak to your topic. After doing some initial inductive work on your topic, you should look at secondary resources to find out some of the scholarly views on the topic (at this point looking at an introductory text or a dictionary article is a good place to start).

Once you have determined your topic and have completed some initial research, you have to decide on the particular argument you will make in your paper. *This thesis will need to be stated clearly and concisely in the introduction, and everything in your paper should somehow support it.* The statement of your thesis should consist of two parts: the *topic* and the *comment*. The topic statement is what you are going to write about, and the comment is the point you are making about the topic. A thesis is simply the main argument or point in your paper, which you will support with the evidence you provide. Even if you are not doing an argumentative paper, you must still have a central point that unifies your work. Without a cohesive thesis statement it is easy to wander off topic or slap together a bunch of ideas that are only loosely connected. Once you have your initial thesis statement formulated it is not set in stone. You will more than likely adjust and fine tune your thesis as you do more research and start writing your paper.

For example, if the topic of your paper is the composition of the book of Proverbs, a thesis statement may be as follows: "The book of Proverbs is not a haphazard compilation of

proverbial sayings, but is a carefully organized collection that employs a number of clear structuring devices.” This clearly states the topic (the compilation of Proverbs), and comment/thesis (not haphazard, but discernable) in a way that can be unpacked in the rest of the paper.

### ***2.3. Digging Deeper into the Primary Data***

Once your topic and thesis are determined (at least in a tentative manner), you need to become intimately familiar with the topic under study and its larger context. For a paper in biblical studies this means reading and re-reading the relevant passages and/or book(s) in a number of different translations. This step is absolutely essential as your own interaction and familiarity with the primary data is the only thing that gives you some leverage over the opinions of others. Be thoughtful and creative in interacting with the primary data. But remember that the final paper is an *academic* paper, not a personal reflection. The paper should show the reader that you have done your own analysis *before* exploring the secondary literature on the topic.

Present plausible arguments in support of your thesis or hypothesis. Do not focus on what is “possible” (all things are possible!). Focus on what is more probable given a number of mitigating factors, i.e., the historical period, use of sources, oral traditions, theological concerns, etc. Thus, if your topic is “suffering and the book of Job” and your thesis is that the book of Job critiques and corrects improper views of the source of suffering, then you will need to read through the book again and again to identify and work through the relevant passages.

### ***2.4. Finding Quality Secondary Resources***

At this point you need to find quality secondary resources. There are a variety of ways to develop a working bibliography for your research paper. A good place to start are the bibliographies and footnotes from the introductions and dictionary articles you have already examined, as well as from good commentaries on the biblical book(s) that pertain to your topic. You should also perform searches of the library catalogue as well as relevant periodical indexes (such as the ATLA Religion Index) to uncover other materials. For many research topics you will

find that there are too many resources available. After doing so, you need to narrow your search to selected key sources (the ones that look most promising) to find the more detailed information required to “flesh out” your paper. If you are not finding much, ask the Librarian and your instructor to suggest other sources. If these steps fail, think about revising your topic.

A quality academic research paper will only be as good as the resources used in writing it. It is therefore important that you choose resources carefully (see Appendix 4: Secondary Resources for Biblical Studies). As a general rule, works that are more recent (i.e., post-1950) are better insofar as they will represent up-to-date scholarship. It is also important that you limit your resources to *academic* sources. While there is nothing wrong with study Bibles, devotional writings, and magazine articles, they are not appropriate resources for an academic research paper. Using resources that represent a breadth of viewpoints is also important. You should not only use works in your paper that support your particular thesis or theological viewpoint. Part of the purpose of doing a research paper is to develop the ability to think critically and evaluate the validity of arguments for and against any given thesis. For this reason most research papers should have *at least* ten items from a variety of critical perspectives — including at least three articles from refereed journals — in your bibliography.<sup>2</sup> Note that while the Taylor library has a good collection in some areas, it is expected that students will also take advantage of other NEOS libraries in their research (this means that you cannot wait until the last minute to do your research!).

Any secondary resources that you employ in your paper should clearly support your thesis or else present a contrary position that you will argue is implausible. Read all secondary works with a very critical eye and with an awareness of the methodological and theological presuppositions of the author(s). Do not allow the various agendas of the different writers to deflect your attention from the issue(s) at hand. What is valued most is your own critical

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<sup>2</sup> A “refereed” journal is a periodical for which all submissions have been evaluated by an editorial team of scholars before they are published. Thus, the *Journal of Biblical Literature* is a refereed journal because every article in the journal has been evaluated and approved before its publication. In contrast, *Christianity Today* or *Faith Today* are not refereed journals, nor are they of an academic nature.

interaction and analysis of the data, not the opinions of others! And remember — just because something is published does not make it correct! In addition, your paper should provide evidence that you have engaged and interacted with the works in your bibliography. Be careful, however, in your use of secondary works, as your paper should not read like a chain of quotations.

Do not forget to record carefully all your sources in a working file as you go along.<sup>3</sup> In this way you will have all the information you need when you begin to write your paper and to build your bibliography.

### ***2.5. Preparing an Outline***

Even while you are still gathering information for your paper, you should be thinking about how you want to put your ideas together. Developing an outline, and then revising it as you go along, is perhaps one of the more difficult, but also one of the most productive steps in writing. Outlining requires that you think through your topic and organize your material in a logical way. This process often generates fresh ideas and new ways of connecting the various pieces of information you have gathered. It can actually speed up your work by pointing out areas that you do *not* have to spend time researching! In short, taking time to outline gives your paper direction and helps the writing flow much more easily.

## **3.0. Writing and Rewriting**

Your paper will be evaluated largely on how well you have been able to develop the main ideas of your topic. These ideas must be presented logically and clearly support the thesis (argument) of your paper. If you have made an outline as suggested above, the next step is to put down on paper the facts and ideas that match the outline headings. When you have written something under each outline heading, it is time to go back to the beginning to rewrite for logical flow and sequence, ensuring that you have clear transitional sentences between segments. Once

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<sup>3</sup> Make sure you record all the elements (author, publisher, date, etc.) for correct bibliographic citation of your source (see the sample pages at the end of this *Guide*), along with the exact pages from which you are obtaining your information.

you have a draft of the body of your paper, you should write a conclusion and (re)write an introduction. The introductory paragraph should clearly state your thesis and set the objectives of the paper. Be creative and engaging as you also need to generate the reader's interest in your paper. Some sense of the background information, and selected research, etc., should also be conveyed in your introduction. As a rule, introductions should be no more than one page and should be clear and concise. The conclusion should be brief, reflect your thesis statement, and summarize the primary results of your research.

The final step is to “put on the polish,” so to speak. It is absolutely essential that you — and perhaps a friend — take the time to proofread your paper carefully. Look for errors in spelling and grammar, formatting and editorial style, as well as confusion or inaccuracy in your arguments. Your paper should be something that you are proud to hand in.

### ***3.1. Being Original While Learning from Others***

A research paper must show signs of original and independent thinking. It is important that a paper be structurally and stylistically correct. Furthermore, it is essential that a paper clearly demonstrates that the author shaped the information gathered, and interacted with it, so that the final product is very much his or her own, and more than just an uncritical stringing together of the words and ideas of other authors.

Ignoring other sources is an even greater folly than failing to critically interact with them. All good scholars will try, humbly yet critically, to learn all they can from others, and in this way stand on the shoulders of those specialists who will, in certain areas, know much more than they do. This is why we have libraries.

### ***3.2. Knowing When (and When not) to Quote***

A major problem with many research papers is that students tend to include too many quotations from secondary sources. It is far better to summarize a discussion than to quote it in length (note that any and all ideas that you get from a source must be documented properly!). As a rule, direct quotes should only be made when: (1) you want to avoid misrepresenting an author;



(2) you want to make a psychological impact (typically by a controversial quote of a known authority); or (3) an author says something better than you could ever say it.

It is important to realize that quoting a scholar does not prove your point or necessarily substantiate your argument. Many students think that a position is sufficiently proven by quoting a “real” scholar who expresses that opinion. But unless a quotation includes an assessment of the evidence, it really only demonstrates that this particular scholar holds that opinion. Even renowned “authorities” are often wrong (they would have to be when you consider how often they disagree with each other). It is up to you to argue the significant or essential points you make in your paper, through a cogent discussion of the evidence.

### ***3.3. Documenting your Resources***

Documentation is the most straightforward aspect of writing an essay. Mistakes in your documentation therefore only can give your reader the impression that you do sloppy research or else you cannot be bothered to learn the accepted methods. Considering that professors often examine the bibliography first (so that the body of the essay is fresh in their minds when they finish reading it), you might want to consider the advantages of flawless documentation as a way of making a good first impression. It is important to record the full bibliographical data of all your resources so that you have them available when you compile your bibliography.

### ***3.4. Avoiding Plagiarism***

There is a fundamental rule of academic life: everyone must always conscientiously acknowledge their intellectual debts by giving credit where credit is due. Failure to do so is called plagiarism. Plagiarism is universally recognized as a serious academic offence, and students found plagiarizing may be assigned a failing course grade, or be subject to more serious discipline or even dismissal.<sup>4</sup> To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that

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<sup>4</sup> Particularly as Christians we need to recognize that to plagiarize is to act in a dishonest and therefore unacceptable manner.

other person's work. Similarly, copying another person's work or submitting the same material for credit in more than one course without permission is strictly forbidden and will have serious consequences.

A common misperception among students is that notes are required only when directly quoting someone. Documentation is actually required whenever you make use of someone else's ideas – even if you use your own words to express them. Every time you rely on another writer's way of conceptualizing a matter you must note your intellectual debt. That is not to say that you always need to specify the source that you learned some information from. Items of common knowledge (generally accepted facts that can be found in almost every source on a given topic) do not have to be attributed to any one author. An over-documented essay gives the impression that you did not read enough to discover that much of the information you are citing is actually common knowledge. On the other hand, an under-documented essay gives the impression that you need to pretend that you are capable of thinking for yourself, and gets you in a lot of trouble for plagiarism. A properly documented essay will accurately convey the full extent of your research.

One of the most common strategies for avoiding plagiarism (and avoiding long direct quotations) is paraphrasing. The following is an example of a direct quotation which could be better incorporated in in paraphrase form:

In relation to the integration of faith and learning, therefore, the distinctive role of the Christian liberal arts university is threefold. The first is to offer academic courses in biblical studies (as the study of God's word) and in theology (as the statement of the Christian faith in and for the contemporary world). It may also offer courses in the other Christian disciplines, such as homiletics (the oral proclamation of the Word of God in human words as distinguished from secular rhetoric), missiology, and church music. Second is to encourage the faculty and students in all disciplines to explore the relation of their disciplines (physics, philosophy, business, literature, etc.) to the theological disciplines. Third, to the extent that a discipline of profession, as a part of its identity as a discipline or profession, requires one to *do* something, to be engaged in some activity, the Christian liberal arts institution will encourage students and faculty to examine those

practical activities in light of the Christian faith and especially in the light of the results of the disciplines of biblical studies and theology.<sup>5</sup>

Paraphrasing the above quotation enables you to avoid plagiarism (and save space!). You might paraphrase the paragraph as follows:

According to Franklin, Christian liberal arts colleges have a threefold responsibility in pursuing the integration of faith and learning. First, as part of their curriculum they should offer courses in biblical and theological studies. Second, they should promote the exploration of the relationship between all academic disciplines and biblical and theological studies. Finally, in the case of disciplines with more of a practical orientation, they should encourage the examination of their activities to Christian faith and doctrine.<sup>6</sup>

Note that even though there were no direct quotations in the above paragraph, it was still necessary to acknowledge our intellectual debt to the author by a footnote at the end of the paragraph. A paraphrase, by definition, should not contain identical expressions from the original quote. If it does, these expressions must be placed in quotation marks.

## 4.0. Presenting Your Paper

### 4.1. Research English

Research papers use a more formal style of English. You should therefore avoid colloquial or slang expressions, as well as “preachy” or sermonic language. Pronouns referring to God should *not* be capitalized (thus he, him, his, *not* He, Him, His), though titles such as the Trinity or the Lord should be capitalized.

It is also good practice in academic writing to avoid the use of generalizations about a person’s age, ethnicity, economic class, race, or sex in your papers. Such guidelines have generally focused on avoiding gender-specific language. For instance, you should no longer use

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<sup>5</sup> Stephen T. Franklin, “The Theological Foundations of the Christian Liberal Arts in Relation to the Distinctives of the Christian Liberal Arts College/University,” *Christian Scholar’s Review* 24 (1995): 274.

<sup>6</sup> Ibid.

“man” generically (likewise “mankind,” “men,” and so on), but instead use inclusive terms such as “humankind,” “humanity,” or “person.” Masculine pronouns such as “he,” “him,” or “his” may similarly be avoided by: (1) rephrasing the sentence; (2) using plural nouns or pronouns; (3) replacing the pronoun with an article; or (4) dropping the pronoun altogether. Be careful not to introduce syntactical errors (e.g., singular subject with plural pronouns: “A *student* should do *their* homework”) or resort to excessive use of “he or she” (or “he/she” or “s/he”) in the process of writing inclusively. Note the examples in Table I below:

**Table I**  
**Guidelines for Unbiased Language<sup>7</sup>**

<b>Wrong</b>	<b>Correct</b>
The client is usually the best judge of the value of his counselling.	The client is usually the best judge of the value of counselling.
	The client is usually the best judge of the value of his or her counselling.
	Clients are usually the best judges of the value of the counselling they receive.

#### **4.2. Editorial Style**

As noted above, the Taylor Seminary has adopted the Society of Biblical Literature (SBL) editorial style as the standard for student term papers. If you have any questions of style, you should consult *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (ed. Patrick H. Alexander et al.; Grand Rapids: Hendrickson, 1999).

*Citation of Sources.* Material from other sources can be incorporated into a paper through summary, paraphrase, or direct quote. Each method is legitimate, but in each case a writer’s indebtedness to another author or authors must be acknowledged. The SBL editorial style prefers

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<sup>7</sup> Adapted from the *Publication Manual of the American Psychological Association* (5th ed.; Washington, D.C.: American Psychological Association, 2001), 54.

the traditional documentation style that uses footnotes and bibliographies (though endnotes, while not ideal, are also permissible). More detailed instruction on how to format footnotes correctly may be found in Appendix A of this *Guide*. Footnotes should be numbered consecutively throughout your paper, and should appear at the end of a sentence, outside of all punctuation (periods, quotation marks, etc.). Multiple references to the same source, when made in a single sentence or paragraph, should be merged for convenience into a single footnote at the end of the sentence or paragraph. Remember that fuller bibliographic information for all sources cited in your paper must be included in the bibliography attached to the end of the research paper.

*Quotations.* To quote (that is, to copy exactly) is just one way to incorporate material from another source into a research paper, but some special rules apply.

First, if a quotation is less than four lines, enclose the quotation with double quotation marks and place commas or periods (but not semi-colons or colons) within the end-quotation marks. As in the examples below, a quotation should be followed by a footnote providing the appropriate bibliographic information. The only exception is quotations from the Bible, where parenthetical references are preferred (see below).

“Feminist criticism,” notes Danna Nolan Fewell, “concentrates on the political, social, and economic rights of women.”<sup>8</sup> In cases where there are double quotation marks in the text you are citing, they should be changed to single quotation marks: “A useful phrase summarizing one way of understanding how the Chronicler wrote history is ‘historical probability.’”<sup>9</sup>

For longer quotations, often called block quotations, other rules apply:

If a quotation runs more than four lines, set it off from your text by beginning a new line, indenting half an inch from the left margin, and typing it single-spaced, without adding quotation marks. A colon generally introduces a quotation displayed in this way, though sometimes the context may require a different mark of punctuation or none at all.<sup>10</sup>

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<sup>8</sup> Danna Nolan Fewell, “Reading the Bible Ideologically,” in *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Application* (ed. Steven L. McKenzie and Stephen R. Haynes; rev. and exp. ed.; Louisville, Ky.: Westminster John Knox, 1999), 268.

<sup>9</sup> Marc Zvi Brettler, *The Creation of History in Ancient Israel* (New York: Routledge, 1995), 25.

<sup>10</sup> This would be the footnote for the block quote.

If the paragraph immediately after a long quote continues the thought of the paragraph, its first line should not be indented.

Use quotations sparingly (especially block quotations) and keep them as brief as possible. Quotations are justified when there is no other adequate way to explain, express, or substantiate a point you are making.

*Quoting the Bible.* Because of the frequency of references to the Bible in Religion & Theology research papers, the SBL style allows a simplified method of citation. Abbreviations for titles of biblical books may be used (without punctuation) but only when chapter and verse references follow (see Appendix 2 for a list of abbreviations). If you are only referring to a book or book and chapter, the full unabbreviated title should be used. Thus, Gen 1:2; Exod 4:3; 1 Cor 3:18-22; but “in Romans 8 one reads. . . .” When the biblical reference begins a sentence, however, you should not abbreviate the name of the biblical book. Note that no periods follow abbreviated references to biblical books (e.g., Gen not Gen.).

When quoting a verse from the Bible, the parenthetical reference should appear outside the quotation marks but inside the final punctuation. “In the beginning God created the heavens and the earth” (Gen 1:1 NIVI). If you cite more than one translation of the Bible in your paper or if your argument depends on the wording of a particular version, you should indicate the translation used in the quotation. If you tend to use one version in particular, it may be useful to indicate this in a footnote the first time you quote from it.<sup>11</sup>

*Supplementary Content.* Occasionally you will want to include in the research paper some information or comments that do not fit very smoothly into the flow of the text itself. Though somewhat marginal to the main line of argument, supplementary material is appropriately added if it amplifies the content of the research paper and strengthens its discussion in some ways. In SBL style, such supplementary material is incorporated in footnotes.

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<sup>11</sup> A statement like this would be appropriate: “Unless otherwise indicated all Bible references in this paper are to the *New International Version: Inclusive Language Edition (NIVI)* (London: Hodder & Stoughton, 1996).”

*Illustrations.* You may wish to incorporate charts, graphs, tables, or diagrams into your paper (see the example of a table above). Unless the illustration is your own original work, you must acknowledge the source of it by means of a footnote (typically referenced on the title of the illustration). Illustrations are named (e.g., Figure 1) and numbered sequentially for easy reference.

### **4.3. Bibliography and Works Cited**

A bibliography is a list, located at the end of your paper, of all the sources you actually used and cited in your paper, along with other books and journal articles you consulted for ideas and information. A “Works Cited” page lists only those sources actually cited in a paper. Your instructor will indicate which of the two she or he requires. Both the works cited page and the bibliography are presented alphabetically by the author’s surname. Examples of the more common formats for such entries are included in the Sample Bibliography in Appendix 2.

Some professors may require annotated bibliographies. In addition to all of the bibliographic data required in a standard bibliography, an annotated bibliography includes a two or three sentence annotation that explains the author’s main point as it pertains to the thesis of your research paper. Make sure that you provide evidence that you have read and understood the article or book. In addition, annotations for commentaries should focus on the specific passage or issue you are dealing with, rather than comments on the author’s general approach. The annotation may be single spaced. Note the following example:

Williams, Tyler F. “Towards the Date for the Old Greek Psalter.” Pages 248-76 in *The Old Greek Psalter: Studies in Honour of Albert Pietersma*. Edited by R. Hiebert, C. Cox and P. Gentry. Journal for the Study of the Old Testament Supplement Series 332. Sheffield: Sheffield Academic Press, 2001.

Williams proposes methodological parameters for dating the Old Greek Psalter and then employs external and internal evidence to argue for a second century BCE date for the translation. This date for the Septuagint Psalter should be considered valuable evidence in discussions of the compilation of the book of Psalms.

#### **4.4. General Instructions**

Here are some guidelines for the physical preparation of your paper.

1. Research papers are to be printed in dark, readable type on standard-sized (8.5 x 11" [22 x 28 cm]) bond paper, using margins of at least one inch (2.5 cm) on all four sides. There should be about 27 lines per page.

2. The consecutive page numbering sequence should begin with the first actual page of your paper (*not* the title page or the table of contents page(s)). The actual *printing* of Arabic numbers in the upper right-hand corner of each page, however, should begin with the second page of the paper.

3. Except for the title page, the table of contents page(s), and the first page, your last name should be printed at the top of each page, followed by a space and the page number. This heading should be flush right and should be in a smaller point size if possible.

4. Use double-spacing throughout the text of the paper, excluding long block quotations. If the long block quotation equates to at least four single-spaced lines, convert the quotation to single spaced lines and indent the full quotation by at least 1 cm. Footnotes may be single-spaced, as long as the start of each footnote is indented by at least 1 cm.

5. The typeface should be 12 point (normally Times New Roman font). Use the right hand margin alignment. Do not justify the right-hand margin. In addition, it is permissible to use italics instead of underlining for headings and bibliographic information (as is done in this document). Footnotes may have a smaller typeface (10 point) and be single spaced.

6. Separate pages should be used for bibliography/works cited and appendices.

#### **4.5. Paper Formatting Instructions**

Headings and paragraphs should be used throughout a paper of more than ten pages (although you can use headings for shorter papers too). No heading is necessary for the introductory section of your paper, though. Normally three levels of headings are sufficient, and these, which are also illustrated in this document, are as follows:



**Heading 1 (1.0): Centered Uppercase and Lowercase (May be Bold)**

***Heading 2 (1.1.): Flush Left, Underlined or Italicized, Bold if possible, Uppercase & Lowercase***

*Heading 3 (1.1.1.): Indented, underlined or italicized, lowercase paragraph heading ending with period.* Text continues on same line . . . .

The first sentence of each paragraph should provide a brief overview of the main point(s) being made in the rest of the paragraph.

Each paragraph should express a new or complete thought or idea, and should not be more than, say, three-quarters of a page long, and generally not less than three well-developed sentences. Indent the first line of each paragraph half an inch.

Your Introduction should tell the reader what you hope to accomplish in your paper (“here is what I will do”). The Body of your paper should demonstrate to the reader how you are accomplishing your goal (“here is what I am doing”). The Conclusion should remind the reader of what you have accomplished in your paper (“here is what I did”).

## Appendix 1

### Sample Notes and Bibliography Entries\*

In the examples that follow, the first two references illustrate how the item should be formatted in your footnotes (initial and then subsequent footnote); the third example is how the item should appear in your bibliography. Do not number your works cited/bibliography, and always indent half an inch after the first line. List all citations in alphabetic order (see sample bibliography in Appendix 2 below).

If a footnote refers to the same reference cited in the footnote immediately preceding it, then the abbreviation “Ibid.” (Latin: *ibidem*, “in the same place”) should be used. Please see page 13 above and the first example below for some examples.

#### ***Book with one author***

<sup>3</sup> Sydney H. T. Page, *Powers of Evil: A Biblical Study of Satan and Demons* (Grand Rapids: Baker, 1995), 15.

<sup>4</sup> Ibid., 21. [The same reference as in the preceding note.]

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\* For further examples, please see Alexander, *SBL Handbook of Style*, 38-67.

<sup>16</sup> Page, *Powers of Evil*, 21. [A subsequent footnote with intervening works.]

<sup>17</sup> Ibid. [The same reference *and* page as in the preceding note.]

Page, Sydney H. T. *Powers of Evil: A Biblical Study of Satan and Demons*. Grand Rapids: Baker, 1995.

***Books by the same author (Bibliography only)***

Quast, Kevin. *Reading the Gospel of John: An Introduction*. New York: Paulist, 1991.

\_\_\_\_\_. *Reading the Corinthian Correspondence: An Introduction*. New York: Paulist, 1994.

***Book with two or three authors***

<sup>8</sup> Stanley J. Grenz and John R. Franke, *Beyond Foundationalism: Shaping Theology in a Postmodern Context* (Louisville, Ky.: Westminster John Knox, 2001), 9.

<sup>23</sup> Grenz and Franke, *Beyond Foundationalism*, 75.

Grenz, Stanley J., and John R. Franke. *Beyond Foundationalism: Shaping Theology in a Postmodern Context*. Louisville, Ky.: Westminster John Knox, 2001.

***Book with more than three authors (invert the first name only)***

<sup>3</sup> Willem A. VanGemeren et al., *The Law, the Gospel, and the Modern Christian* (Grand Rapids: Zondervan, 1993), 54.

<sup>13</sup> VanGemeren et al., *The Law, the Gospel*, 57.

VanGemeren, Willem A., Greg L. Bahnsen, Walter C. Kaiser Jr., Wayne G. Strickland, and Douglas Moo. *The Law, the Gospel, and the Modern Christian*. Grand Rapids: Zondervan, 1993.

***An introduction, preface, foreword, or afterword written by someone other than the author***

<sup>2</sup> David E. Linge, editor's introduction to *Philosophical Hermeneutics*, by Hans-Georg Gadamer (Berkeley: University of California Press, 1976), xi-lv.

<sup>2</sup> Linge, "Editor's Introduction," xii-xx.

Linge, David E. Editor's introduction to *Philosophical Hermeneutics*, by Hans-Georg Gadamer. Berkeley: University of California Press, 1976. xi-lviii.

**Book, revised edition**

<sup>8</sup> Steven L. McKenzie and Stephen R. Haynes, eds., *To Each Its Own Meaning: An Introduction to Biblical Criticisms and their Application* (rev. and exp. ed.; Louisville, Ky.: Westminster John Knox, 1999), 21.

<sup>21</sup> McKenzie and Haynes, *To Each Its Own Meaning*, 57.

McKenzie, Steven L., and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and their Application*. Rev. and exp. ed. Louisville, Ky.: Westminster John Knox, 1999.

**Book, edited**

<sup>13</sup> David T. Priestley, ed., *Memory and Hope: Strands of Canadian Baptist History* (Waterloo, Ont.: Wilfred Laurier University Press, 1996), 26.

<sup>16</sup> Priestley, *Memory and Hope*, 14.

Priestley, David T., ed. *Memory and Hope: Strands of Canadian Baptist History*. Waterloo, Ont.: Wilfred Laurier University Press, 1996.

**Book, no date of publication**

<sup>3</sup> F. H. Woyke, *Heritage and Ministry of the North American Baptist Conference* (Oakbrook Terrace, Ill.: North American Baptist Conference, n.d.), 43.

<sup>13</sup> Woyke, *Heritage and Ministry*, 61.

Woyke, F. H. *Heritage and Ministry of the North American Baptist Conference*. Oakbrook Terrace, Ill.: North American Baptist Conference, n.d.

**Bible Commentaries**

<sup>7</sup> James D. G. Dunn, *Romans 1-8* (WBC 38A; Dallas: Word, 1998), 134.

<sup>11</sup> Dunn, *Romans 1-8*, 146.

Dunn, James D.G. *Romans 1-8*. Word Biblical Commentary 38A. Dallas: Word, 1998.

***Article in a journal<sup>12</sup>, issues paginated cumulatively (no issue number needed)***

<sup>7</sup> Ralph J. Korner, “‘And I Saw . . .’ An Apocalyptic Literary Convention for Structural Identification in the Apocalypse,” *NovT* 42 (2000): 160-83.

<sup>9</sup> Korner, “‘And I Saw . . . ,’” 180.

Korner, Ralph J. “‘And I Saw . . .’ An Apocalyptic Literary Convention for Structural Identification in the Apocalypse.” *Novum Testamentum* 42 (2000): 160-83.

***Article in a journal, multiple page locations and volumes***

<sup>23</sup> Martin Flashar, “Exegetische Studien zum Septuagintapsalter,” *ZAW* 32 (1912): 81-117, 161-89, 241-68.

<sup>25</sup> Flashar, “Exegetische Studien,” 260.

Flashar, Martin. “Exegetische Studien zum Septuagintapsalter.” *Zeitschrift für die alttestamentliche Wissenschaft* 32 (1912): 81-117, 161-89, 241-68.

***Article in a journal, issues paginated separately (issue number needed after volume number)***

<sup>5</sup> Glen G. Scorgie, “Wonder and the Revitalization of Evangelical Theology,” *Crux* 26, no. 4 (1990): 19-25.

<sup>12</sup> Scorgie, “Evangelical Theology,” 21.

Scorgie, Glen G. “Wonder and the Revitalization of Evangelical Theology.” *Crux* 26, no. 4 (1990): 19-25.

***Article in a magazine***

<sup>8</sup> Kevin Quast, “What Does Paul Really Teach About Women in the Church? Equality & Submission: Matters of Interpretation and Matters of Choice,” *The Canadian Baptist* 139, no. 4 (April 1993): 14-17.

<sup>10</sup> Quast, “Women in the Church,” 15.

Quast, Kevin. “What Does Paul Really Teach About Women in the Church? Equality & Submission: Matters of Interpretation and Matters of Choice.” *The Canadian Baptist* 139, no. 4 (April 1993): 14-17.

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<sup>12</sup> Journals, magazines and newspapers differ mainly in the frequency of their publication. Often journals are published once every three months (i.e., quarterly), magazines every couple of weeks or so, and newspapers daily. The more frequently a periodical is published, the more “popular level” its contents tend to be. Journals also tend to be identified by volume number and year of publication, and magazines and newspapers by date of publication.

**Article in an edited book**

<sup>21</sup> Tyler F. Williams, "Towards the Date for the Old Greek Psalter," in *The Old Greek Psalter: Studies in Honour of Albert Pietersma* (ed. R. Hiebert, C. Cox and P. Gentry; JSOTSup 332; Sheffield: Sheffield Academic Press, 2001), 248-76.

<sup>21</sup> Williams, "Old Greek Psalter," 253.

Williams, Tyler F. "Towards the Date for the Old Greek Psalter." Pages 248-76 in *The Old Greek Psalter: Studies in Honour of Albert Pietersma*. Edited by R. Hiebert, C. Cox and P. Gentry. Journal for the Study of the Old Testament Supplement Series 332. Sheffield: Sheffield Academic Press, 2001.

**Article (signed) in an edited reference work**

<sup>4</sup> Tyler F. Williams, "Catena (4Q177)," *Dictionary of New Testament Background* (ed. Craig A. Evans and Stanley E. Porter; Downers Grove, Ill.: InterVarsity, 2000), 195-96.

<sup>4</sup> Williams, "Catena," 195.

Williams, Tyler F. "Catena (4Q177)." Pages 195-96 in *The Dictionary of New Testament Background*. Edited by Craig A. Evans and Stanley E. Porter. Downers Grove, Ill.: InterVarsity, 2000.

**Article (signed) in a multivolume edited reference work**

Note that for footnotes the title of the dictionary should be abbreviated.

<sup>3</sup> James D. G. Dunn, "Christology (NT)," *ABD* 1:979-91.

<sup>11</sup> Dunn, "Christology (NT)," 1:990.

Dunn, James D. G. "Christology (NT)." Pages 979-91 in vol. 1 of *The Anchor Bible Dictionary*. Edited by David Noel Freedman. 6 vols. New York: Doubleday, 1992.

**Article (signed) in a lexicon or theological dictionary**

<sup>4</sup> Jerry E. Shepherd, "qyr," *NIDOTTE* 3:1106-9.

<sup>8</sup> H. Beyer, "diakonew, dikonia," *TDNT* 2:81-93.

In subsequent entries you only need to include the dictionary volume and page numbers:

<sup>9</sup> Shepherd, *NIDOTTE* 3:1108.

<sup>18</sup> Beyer, *TDNT* 2:90.

In cases where the article entry is Greek or Hebrew, if you do not have the ability to reproduce it, then you may transliterate and italicize the word.

<sup>4</sup> Jerry E. Shepherd, “*ryq*,” *NIDOTTE* 3:1106-9.

<sup>8</sup> H. Beyer, “*diakoneō, dikonia*,” *TDNT* 2:81-93.

In the bibliography, you only need to cite the theological dictionary:

VanGemeren, Willem A., ed. *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Grand Rapids: Zondervan, 1997.

Kittel, Gerhard and Gerhard Friedrich, eds. *Theological Dictionary of the New Testament*. Translated by G. W. Bromiley. 10 vols. Grand Rapids: Eerdmans, 1964-1976.

### ***Article (unsigned) in an edited reference work***

“Baptists.” Pages 129-30 in *Oxford Dictionary of the Christian Church*. Ed. F. L. Cross and E. A. Livingstone. Rev. ed. Oxford: Oxford University Press, 1974.

### ***Entry (unsigned) in a famous reference work***

It is not necessary to cite the editors of famous, universally-known dictionaries and encyclopaedias, and so:

<sup>6</sup> “Religion.” Page 766 in *Webster’s New Collegiate Dictionary* (8th ed.; Springfield, Mass.: Merriam-Webster, 1981).

### ***Unpublished manuscript***

<sup>7</sup> Richard W. Paetzel, “A Study Manual on the Parables and Miracles of the New Testament” (Unpublished manuscript, 1977), 23.

<sup>11</sup> Paetzel, “Study Manual,” 27.

Paetzel, Richard W. “A Study Manual on the Parables and Miracles of the New Testament.” Unpublished manuscript, 1977.

### ***Unpublished dissertation***

<sup>4</sup> Allan L. Effa, “Empowering Grassroots Theology: A Model of Contextualization for Mambilla” (Ph.D. diss., Fuller Theological Seminary, 1998), 23-28.

<sup>14</sup> Effa, “Empowering Grassroots Theology,” 57.

Effa, Allan L. “Empowering Grassroots Theology: A Model of Contextualization for Mambilla.” Ph.D. diss., Fuller Theological Seminary, 1998.

**Review of a book**

<sup>7</sup> Tyler F. Williams, review of Volkmar M. Premstaller, “*Gericht*” und “*Strafe*” im Buch der Weisheit: *Alttestamentliche Vorstellungen und griechisch-hellenistische Terminologie*, *CBQ* 60 (1998): 741-42.

<sup>15</sup> Williams, review of Premstaller, 742.

Williams, Tyler F. Review of Volkmar M. Premstaller, “*Gericht*” und “*Strafe*” im Buch der Weisheit: *Alttestamentliche Vorstellungen und griechisch-hellenistische Terminologie*. *Catholic Biblical Quarterly* 60 (1998): 741-42.

**A CD-Rom reference (with a corresponding print edition)**

<sup>3</sup> James D. G. Dunn, “Christology (NT),” n.p., *ABD on CD-ROM*. Version 2.0c. 1995, 1996.

<sup>11</sup> Dunn, “Christology (NT),” n.p.

Dunn, James D. G. “Christology (NT).” *The Anchor Bible Dictionary on CD-ROM*. Logos Library System Version 2.0c. 1995, 1996. Print ed.: David Noel Freedman, ed. *Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

**A Peer-Reviewed Internet Publication with a print counterpart**

URL addresses should never be hyphenated at the end of the line and should be divided before the “dot” at the end of a line.

<sup>8</sup> Charles Truehart, “Welcome to the Next Church,” *Atlantic Monthly* 278 (August 1996): 37-58. Cited 25 August 2002. Online: <http://www.theatlantic.com/issues/96aug/nxtchrch/nxtchrch.htm>.

<sup>18</sup> Truehart, “Next Church,” 38.

Truehart, Charles. “Welcome to the Next Church,” *Atlantic Monthly* 278 (August 1996): 37-58. Cited 26 August 2002.. Online: <http://www.theatlantic.com/issues/96aug/nxtchrch/nxtchrch.htm>.

**A Peer-Reviewed Internet Publication without a print counterpart**

<sup>4</sup> Jeffrey Mallinson, “A Potion too Strong?: Challenges in Translating the Religious Significance of Tolkien’s *The Lord of the Rings* to Film,” *Journal of Religion and Popular Culture* 1 (2002): n.p. Cited 26 August 2002. Online: <http://www.usask.ca/relst/jrpc/article-tolkien.html>.

<sup>9</sup> Mallinson, “Potion,” n.p.

Mallinson, Jeffrey. “A Potion too Strong?: Challenges in Translating the Religious Significance of Tolkien’s *The Lord of the Rings* to Film.” *Journal of Religion and Popular Culture* 1

(2002): n.p. Cited 26 August 2002. Online: <http://www.usask.ca/relst/jrpc/article-tolkien.html>.

### ***A Web Page***

Note: Students should be very cautious about using websites as sources for academic research papers. Unlike printed books and journals, which have been reviewed by an academic editorial board, most websites have been through no such review process. As such, there is no guarantee that the information from the site is reliable. Note also that you are responsible for the quality of the internet resources you employ, so use them critically.

<sup>8</sup> Harry Hahne, "Interpretive Implications of Using Bible-Search Software for New Testament Grammatical Analysis," n.p. Cited 6 September 2002. Online: <http://www-writing.berkeley.edu/chorus/bible/essays/ntgram.html>.

<sup>9</sup> Hahne, "Interpretive Implications," n.p.

Hahne, Harry. "Interpretive Implications of Using Bible-Search Software for New Testament Grammatical Analysis," n.p. Cited 6 September 2002. Online: <http://www-writing.berkeley.edu/chorus/bible/essays/ntgram.html>.

### ***Bible***

It is not necessary to include Bible versions in your bibliography as long as the version(s) you are using has been included in a footnote or noted in parenthetical citations.



## Appendix 2

### Sample Bibliography

- Dunn, James D. G. "Christology (NT)." *The Anchor Bible Dictionary on CD-ROM*. Logos Library System Version 2.0c. 1995, 1996. Print ed.: David Noel Freedman, ed. *Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.
- Effa, Allan L. "Empowering Grassroots Theology: A Model of Contextualization for Mambilla." Ph.D. diss., Fuller Theological Seminary, 1998.
- Grenz, Stanley J. and John R. Franke. *Beyond Foundationalism: Shaping Theology in a Postmodern Context*. Louisville, Ky.: Westminster John Knox, 2001.
- Korner, Ralph J. "'And I Saw . . .': An Apocalyptic Literary Convention for Structural Identification in the Apocalypse." *Novum Testamentum* 42 (2000): 160-83.
- McKenzie, Steven L. and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and their Application*. Rev. and exp. ed. Louisville, Ky.: Westminster John Knox, 1999.
- Paetzel, Richard W. "A Study Manual on the Parables and Miracles of the New Testament." Unpublished manuscript, 1977.
- Rausser, Randal. "Can There Be Theology Without Necessity?" *Heythrop Journal* 44 (2003): 131-46.
- Quast, Kevin. "What Does Paul Really Teach About Women in the Church? Equality & Submission: Matters of Interpretation and Matters of Choice." *The Canadian Baptist* 139, no. 4 (April, 1993): 14-17.
- Williams, Tyler F. *An Answer Key for Biblical Hebrew*. New Haven: Yale University Press, 1996.
- \_\_\_\_\_. "Towards the Date for the Old Greek Psalter." Pages 248-76 in *The Old Greek Psalter: Studies in Honour of Albert Pietersma*. Edited by R. Hiebert, C. Cox and P. Gentry. Journal for the Study of the Old Testament Supplement Series 332. Sheffield: Sheffield Academic Press, 2001.



### Appendix 3

#### Abbreviations for Bible Texts, Versions, and Books of the Bible\*

##### *Canonical Divisions*

HB	Hebrew Bible
NT	New Testament
OT	Old Testament

##### *Textual Units*

ch./chs.	chapter/chapters
v./vv.	verse/verses

##### *Ancient Texts and Text Types*

LXX	Septuagint
MT	Masoretic Text
Syr.	Syriac
Vulgate	Vulgate

##### *Modern Critical Editions*

<i>BHK</i>	<i>Biblia Hebraica</i> , ed. R. Kittel
<i>BHS</i>	<i>Biblia Hebraica Stuttgartensia</i>
NA <sup>27</sup>	<i>Novum Testamentum Graece</i> , Nestle-Aland, 27th ed.
UBS <sup>4</sup>	<i>The Greek New Testament</i> , United Bible Societies, 4th ed.

##### *Modern Bible Versions*

ASV	American Standard Version
CEV	Contemporary English Version
GNB	Good News Bible
JB	Jerusalem Bible
KJV	King James Version
LB	Living Bible
MLB	Modern Language Bible
MOFFATT	<i>The New Testament: A New Translation</i> , James Moffatt
NAB	New American Bible
NASB	New American Standard Bible
NAV	New American Version
NEB	New English Bible
NIV	New International Version
NIVI	New International Version: Inclusive Language Edition
NJB	New Jerusalem Bible
NJPS	<i>Tanakh: The Holy Scriptures: The New JPS Translation according to the Traditional Hebrew Text</i>
NKJV	New King James Version
NRSV	New Revised Standard Version
PHILLIPS	<i>The New Testament in Modern English</i> , J. B. Phillips
REB	Revised English Bible
RSV	Revised Standard Version
RV	Revised Version
TEV	Today's English Version (= Good News Bible)
TNIV	Today's New International Version
WEYMOUTH	<i>The New Testament in Modern Speech</i> , R. F. Weymouth

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\* Taken from Alexander, *SBL Handbook of Style*, 73-4.

**Books of the Bible**

Note that abbreviations for the Old Testament/Hebrew Bible, New Testament, Apocrypha, and Septuagint titles do *not* require a period and are *not* italicized.

*Hebrew Bible/Old Testament*

Gen	Genesis	Song (or Cant)	Song of Songs (Song of Solomon, or Canticles)
Exod	Exodus	Isa	Isaiah
Lev	Leviticus	Jer	Jeremiah
Num	Numbers	Lam	Lamentations
Deut	Deuteronomy	Ezek	Ezekiel
Josh	Joshua	Dan	Daniel
Judg	Judges	Hos	Hosea
Ruth	Ruth	Amos	Amos
1-2 Sam	1-2 Samuel	Joel	Joel
1-2 Kgs	1-2 Kings	Obad	Obadiah
1-2 Chr	1-2 Chronicles	Jonah	Jonah
Ezra	Ezra	Mic	Micah
Neh	Nehemiah	Nah	Nahum
Esth	Esther	Hab	Habakkuk
Job	Job	Zeph	Zephaniah
Ps/Pss	Psalms	Hag	Haggai
Prov	Proverbs	Zech	Zechariah
Eccl (or Qoh)	Ecclesiastes (or Qoheleth)	Mal	Malachi

*New Testament*

Matt	Matthew	1-2 Thess	1-2 Thessalonians
Mark	Mark	1-2 Tim	1-2 Timothy
Luke	Luke	Titus	Titus
John	John	Phlm	Philemon
Acts	Acts	Heb	Hebrews
Romans	Rom	Jas	James
1-2 Cor	1-2 Corinthians	1-2 Pet	1-2 Peter
Gal	Galatians	1-2-3 John	1-2-3 John
Eph	Ephesians	Jude	Jude
Phil	Philippians	Rev	Revelation
Col	Colossians		

*Apocrypha and Septuagint*

Bar	Baruch	Jdt	Judith
Add Dan	Additions to Daniel	1-2 Macc	1-2 Maccabees
Pr Azar	Prayer of Azariah	3-4 Macc	3-4 Maccabees
Bel	Bel and the Dragon	Pr Man	Prayer of Manasseh
Sg Three	Song of the Three Young Men	Ps 151	Psalms 151
Sus	Susanna	Sir	Sirach/Ecclesiasticus
1-2 Esd	1-2 Esdras	Tob	Tobit
Add Esth	Additions to Esther	Wis	Wisdom of Solomon
Ep Jer	Epistle of Jeremiah		

Note: For Old Testament Pseudepigrapha, Dead Sea Scrolls, Philo, Mishnah, Talmud, etc., please see *The SBL Handbook of Style*.

## Appendix 4

### Secondary Resources for Biblical & Theological Studies (with Abbreviations)

A good academic research paper will only be as good as the resources used in writing it. It is therefore important that you choose resources carefully. As a general rule, works that are more recent (e.g., post 1950) are better insofar as they will represent up-to-date scholarship.

#### *Books and Monographs*

Some of the major publishers of religious books, with their *general* theological slants are as follows:

Baker	Conservative evangelical; more recent materials are more academically credible
Zondervan/Harper Collins	Conservative evangelical; have a good cross-section of academic materials
Eerdmans	A solid evangelical and academic publisher; has been publishing more broadly in recent years
Word	Good solid evangelical publisher
InterVarsity	Evangelical publisher; some good academic works, focuses more on popular works for the thinking student and layperson
Augsburg/Fortress Press	Good mainline publisher of theologically sensitive works
Broadman	Southern Baptist
Westminster John Knox	Good mainline publisher of theologically sensitive works
Doubleday	Good mainline publisher of more academic works
JSOT/JSNT Supplements	Academic publishers
T&T Clark	Good academic publisher from the UK

#### *Dictionaries*

Some of the best multivolume dictionaries in biblical studies include the following:

<i>Anchor Bible Dictionary</i> (ABD)	One of the most recent multi-volume dictionaries published. The best of critical scholarship.
<i>International Standard Bible Encyclopaedia</i> (ISBE)	Good evangelical multi-volume dictionary

#### *Refereed Journals*

Some refereed journals for biblical and theological studies include the following. The ones marked with an asterisk are the top journals in their field.

<i>Andrews University Seminary Studies</i> (AUSS)	<i>The Bible Today</i> (TBT)
<i>Asbury Theological Journal</i> (AsTJ)	* <i>Biblica</i> (Bib)
<i>Ashland Theological Journal</i> (ATJ)	<i>Biblical Archaeology Review</i> (BAR)
<i>Bible Review</i> (BRev)	<i>Biblical Interpretation</i> (BibInt)

- Biblical Theology Bulletin (BTB)*  
*Bibliotheca Sacra (BSac)*  
*Bulletin for Biblical Research (BBS)*  
*Bulletin of the American Schools of Oriental Research (BASOR)*  
*Bulletin of the International Organization of Septuagint and Cognate Studies (BIOSCS)*  
*Bulletin of the John Rylands U. Lib. of Manchester (BJRL)*  
*Calvin Theological Journal (CTJ)*  
*\*Catholic Biblical Quarterly (CBQ)*  
*Christian Century (ChrCent)*  
*Christian Scholar's Review*  
*Christianity and Literature (ChrLit)*  
*Church History (CH)*  
*Concordia Theological Quarterly (CTQ)*  
*Criswell Theological Review (CTR)*  
*Critical Review of Books in Religion (CRBR)*  
*Crux (Crux)*  
*Currents in Research: Biblical Studies (CurBS)*  
*Currents in Theology and Mission (CurTM)*  
*Dead Sea Discoveries (DSD)*  
*Didaskalia (Did)*  
*Eglise et théologie (EgT)*  
*Ephemerides theologicae lovanienses (ETL)*  
*Evangelical Quarterly (EvQ)*  
*Ex Auditu (ExAud)*  
*Expository Times (ExpTim)*  
*First Things*  
*Harvard Theological Review (HTR)*  
*Hebrew Annual Review (HAR)*  
*Hebrew Studies (HS)*  
*Hebrew Union College Annual (HUCA)*  
*History of Religions (HR)*  
*History Today (HT)*  
*Horizons in Biblical Theology (HBT)*  
*\*Interpretation (Int)*  
*Jewish Bible Quarterly (JBQ)*  
*Jewish Quarterly Review (JQR)*  
*Journal for the Scientific Study of Religion (JSSR)*  
*Journal for the Study of Judaism in the Persian, Hellenistic, and Roman Periods (JSJ)*  
*\*Journal for the Study of the NT (JSNT)*  
*\*Journal for the Study of the OT (JSOT)*  
*Journal for the Study of the Pseudepigrapha (JSP)*  
*Journal of Bible and Religion (JBR)*  
*\*Journal of Biblical Literature (JBL)*  
*Journal of Early Christian Studies (JECS)*  
*Journal of Ecclesiastical History (JEH)*  
*Journal of Feminist Studies in Religion (JFSR)*  
*Journal of Near Eastern Studies (JNES)*  
*Journal of Religion (JR)*
- Journal of Religious Studies (JRelS)*  
*Journal of Religious Thought (JRT)*  
*Journal of Semitic Studies (JSS)*  
*Journal of the American Academy of Religion (JAAR)*  
*\*Journal of the Evangelical Theological Society (JETS)*  
*Journal of the Society of Oriental Research (JSOR)*  
*Journal of Theological Studies (JTS)*  
*Listening: Journal of Religion and Culture (List)*  
*Louvain Studies (LS)*  
*The Master's Seminary Journal (MSJ)*  
*McCormick Quarterly (McCQ)*  
*New Testament Abstracts (NTA)*  
*\*New Testament Studies (NTS)*  
*\*Novum Testamentum (NovT)*  
*Numen: International Review for the History of Religions (Numen)*  
*\*Old Testament Abstracts (OTA)*  
*Orientalia - NS (Or)*  
*Palestine Exploration Quarterly (PEQ)*  
*Quarterly Review (QR)*  
*Reformed Review (RefR)*  
*Reformed Theological Review (RTR)*  
*Religion and Theology (R&T)*  
*Religious Education (RelEd)*  
*Religious Studies (RelS)*  
*Religious Studies and Theology (RelStTh)*  
*Religious Studies Review (RelSRev)*  
*Review and Expositor (RevExp)*  
*\*Revue Biblique (RB)*  
*Revue de Qumran (RevQ)*  
*Scottish Journal of Theology (SJT)*  
*Semeia*  
*Soundings (Sound)*  
*Textus (Text)*  
*Themelios (Them)*  
*Theological Studies (TS)*  
*Theology Digest (TD)*  
*Theology Today (ThTo)*  
*Toronto Journal of Theology (TJT)*  
*Trinity Journal ((TJ)*  
*\*Tyndale Bulliten (TynBul)*  
*Union Seminary Quarterly Review (USQR)*  
*\*Vetus Testamentum (VT)*  
*Vox Evangelica (VE)*  
*Westminster Theological Journal (WTJ)*  
*Zeitschrift fur die alttestamentliche Wissenschaft (ZAW)*  
*Zeitschrift fur die neutestamentliche Wissenschaft (ZNW)*

***Books of Questionable Academic Value***

There are many books and magazine articles which are valuable in their own right, but are not appropriate for academic research papers. It is important that you use the very best of critical research for your paper. In this regard, some of the following works may not be the best resources for an academic research paper:

- Sets such as Halley's *Bible Handbook* (or other older one-volume commentaries), *The Pulpit Commentary*, Matthew Henry's or Spurgeon's Commentaries, the original *Interpreter's Bible*.
- Devotional or popular writings, e.g., books by Charles Swindoll, Max Lucado, Josh McDowell, etc.
- Articles from popular magazines such as *Discipleship*, *Christianity Today*, *Faith Today*, etc.
- Any Study Bible (Study Bibles are excellent resources, but again they are not appropriate for research papers).