

This is the title page. It is required for all papers at ETS.

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EUROPEAN THEOLOGICAL SEMINARY

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A MANUAL OF STYLE FOR PAPERS AT ETS

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RODNEY FRIEND  
TS 301 CHRISTIAN ETHICS

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PRESENTED BY  
STEPHEN LYNN

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FREUDENSTADT-KNIEBIS, GERMANY

29. JANUARY 2010

Notice

**All** words on the title page are in CAPITAL LETTERS and every line is centered

This is the date on which the paper is **due**

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No page number is  
printed, but this is  
counted as page 1.

Chapter titles are in  
**CAPITAL LETTERS**  
and are centered

## CHAPTER 1 INTRODUCTION

Papers presented to the faculty at European Theological Seminary (ETS) must follow the formatting style of a text by Kate L. Turabian.<sup>1</sup> While some seminaries use other formats, ETS will use this manual from Turabian.

### **1.1 Turabian: A Manual for Writers of Research Papers**

The faculty of ETS believes that the Turabian manual is very concise and uses many clear examples. For the most part students will only need to use this booklet; however, if a student is in doubt, he or she should consult the actual Turabian manual. A second important reason for using the Turabian manual is that many graduate schools and seminaries whose main purpose is religious or theological education require Turabian formatting. A final reason for using the Turabian formatting style is that a person may further develop their thoughts in footnotes at the bottom of each page.<sup>2</sup> Footnotes allow the reader of your paper to *immediately* see your sources, without having to turn several pages to read an endnote.

First-level heading is **BOLD** and centered (See page 5)

### **1.2 Writing for Religious or Theological Education**

What types of papers are written in religious or theological education? Some of these papers are as follows: essay, report, sermon, book review, pastoral theology paper, and the research paper, to mention a few examples. Our primary focus will be upon the research paper, but this information can be applied to other papers as well.

Although each of the papers mentioned above are somewhat different, they all have several elements in common. According to Vyhmeister, every paper should contain each of the following parts:

Place book titles in *italics*

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<sup>1</sup> Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, sixth ed. Revised by John Grossman and Alice Bennett (London: The University of Chicago Press, Ltd., 1996), 4. Notice that in footnotes you list the author's first name and then the last name. In the bibliography, you list the author's last name first, and then use their first name. In the bibliography, this method is used so that the names can be placed in alphabetical order.

There is one  
space between  
the number and  
the first word

<sup>2</sup> Turabian formatting does allow for endnotes also, but the ETS faculty prefers footnotes for each page. If you would like to mention other resources, or offer additional information or an opinion that differs from your own, the footnotes section is a good place to provide this information.

1. Correct use of language (spelling, grammar, paragraph construction, etc.)
2. Clear expression
3. Logical organization
4. Appropriate introduction and summary (conclusion)
5. Conclusions naturally derived from evidence
6. Correct format (in the case of ETS, we use the Turabian format)<sup>3</sup>

### 1.3 Using Tables in Your Research Paper

Tables are also important tools in writing a research paper. A thought or idea may be explained more completely than writing a lengthy paragraph about the subject. Look at the following table that compares hot and cold-climate cultures.

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**Table 1. Hot and Cold-Climate Comparisons<sup>4</sup>**

<b>COLD-CLIMATE</b>	<b>HOT-CLIMATE</b>
Distant	Closer/Relational
Fact centered (depersonalized)	Story centered (Social)
Critical thinking	Rote Learning (needs applications)
Internal standards	Needs praise and support
Extracts key ideas	Does not extract key ideas
Theory oriented	Imagery oriented
Time-centered	“Elastic” time

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SOURCES: Donald Ratcliff, “Psychological Foundations of Multicultural Religious Education,” quoted in Barbara Wilkerson, ed. *Multicultural Religious Education* (Birmingham: Religious Education Press, 1997), 113; Sarah A. Lanier, *Foreign to Familiar: A Guide to Understanding Hot- and Cold-Climate Cultures* (Hagerstown: McDougal Publishing, 2000), 19-20.

The examples, styles, and concepts presented in this manual provide a basic understanding of what is expected for all papers submitted at ETS. The following two chapters explain why research is an important tool for any student and introduces the ET Style Manual. The forth chapter summarizes the five main parts of a research paper, illustrating proper techniques in citing various types of sources. The following chapter discusses the importance of the bibliography and finally, the manual ends with a summary and a conclusion.

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Footnotes are indented, numbered, and begin with the first name of the author (if the author is listed)

<sup>3</sup> Nancy Jean Vyhmeister, *Your Indispensable GUIDE to Writing Quality Research Papers: For Students of Religion and Theology* (Grand Rapids: Zondervan Publishing House, 2001), 4. **This is an itemized list, and therefore is single-spaced. Also notice that there are no periods after each item.**

<sup>4</sup> Benson Vaughan, “Toward an Educational Paradigm for Music Worship Leadership in a Multicultural Environment” (D.Min. thesis, Church of God Theological Seminary, 2004), 12.

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lines (single  
space) for each

Indent the first word of  
every paragraph

## CHAPTER 2

Justify the text

### WHAT IS RESEARCH?

→ Research is not simply going into your computer and googling your topic. Research is not rewriting other people's words from a book or encyclopaedia. It is true that you must read books, journals, magazines, and use the computer to research a topic; however, after you have gathered all of this information, you must personally analyze these facts and then clearly express these thoughts in a logical and organized way. Writing a research paper does not concern itself with only your opinion, but showing facts, data, and truthful information. This may sound like writing a sermon, but there are differences between writing a sermon and writing a research paper. Vyhmeister further explains:

→ . . . for theology students, research is not a sermon. It is different in content, style, and language. Some research may be involved in the preparation of a sermon, but the main purpose of a sermon is to reach the heart and change people's lives. The language and the message are appropriate to this goal. Research, on the other hand, seeks to inform and convince the mind. Research vocabulary is neutral, free of superlatives and emotional language. Furthermore, a sermon becomes effective through the delivery, whereas in research writing, there is no dramatic rendition from the pulpit. What appears on paper must stand, just as it is written, without any further embellishment.<sup>5</sup> ←

During the course of this semester, we will come to understand the value of the discipline of research. Although most of us are here to further our education, someday you will understand that even educated Christians do not have all of the answers to life. However, learning to write a research paper will help us find where to look for the answers for our papers and for life.

Writing a research paper can teach you more than your teachers can because you will become the 'expert' on your chosen topic. "Preparing a quality research paper teaches skills of observation, analysis, synthesis, and judgment."<sup>6</sup> You will learn to think and write differently when you prepare a research paper. Good writing

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<sup>5</sup> Vyhmeister, *Quality Research Papers*, 5. This quote has more than six lines of text and must appear as a 'block quote.' Do not use quotation marks for block quotes. Block quotes are single spaced and indented 1 cm on the left and on the right.

<sup>6</sup> Vyhmeister, *Quality Research Papers*, 6.

skills can only be improved through practice and these writing skills will bless you as a student in class and in your professional ministry after graduation from ETS.

The faculty of ETS believes that the research and writing process will help you to develop into a mature and productive Christian. Perhaps during this process you may feel as though God has abandoned you in the wilderness, just as Abraham, Moses, David, and others may have felt. We, the faculty hope that you will compliment your efforts with solitude (i.e., time alone with God), Bible reading, prayer, and community worship here at ETS.

Writing a research paper, or any other paper, can be very time consuming. However, if you apply yourself to the methods that will be taught in this class, this process will prove to be an excellent preparatory guide for the rest of your professional life. How much time is actually involved in this research and writing process? Vyhmeister suggests that the writer spend at least two hours for every completed page, some writers need three hours. “On that basis, a twenty-page paper would take some forty to sixty hours to complete – from choosing the topic to handing the paper in. A dissertation may take as much as five hours for every page written. If the professor requires rewriting, even more time must be allotted. Of the total time, about two-thirds is research time; one-third is writing time.”<sup>7</sup>

## 2.1 Language Considerations

At ETS we also must consider the different languages spoken in order to fully understand the time involved for writing research papers. The above description of time involved would be fairly accurate for German and English speakers. However, those students whose first language is different from German or English must admit to themselves that they may have to spend perhaps even an hour more for *each* completed page of the research paper. If an average person spends *three* hours for each page of finished product (which includes research, writing, editing), then those coming from countries where German or English is *not* their first language, should expect to spend *four to five* hours for each page of finished product.<sup>8</sup> The faculty at ETS understands that this can be a frustrating process; nevertheless, we also feel certain that if you will apply yourself to this task, you *will* achieve success.

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<sup>7</sup> Vyhmeister, *Quality Research Papers*, 23.

→ Footnotes are singled spaced with one line between them

<sup>8</sup> Why do we admit to you the amount of time involved in this research and writing process? Because we want you to understand that you cannot put off this process until the night before your paper is due. You *must* establish a time limit for your paper and stay committed to that completion date.

## **2.2 Artificial Intelligence**

For every student, but especially for Bible students, it should be out of the question to have a term paper written by AI. In order to ensure clear rules, the ETS has decided to allow the use of ChatGTP etc. in two ways only: firstly, to get an initial overview of the topic, and secondly, to find sources. Of course, each suggested source must be carefully checked for reliability and usability.

## CHAPTER 3

### BASIC CONCEPTS OF PAPER WRITING

Basic formatting concepts are required for all ETS research papers. Please use ‘Times New Roman’<sup>9</sup> 12 font for your papers. Do not use any other font to try to make your paper longer (for example, 14 font). In most computer programs 12 font is usually set as the default font. The line spacing for the basic text of the paper is to be 1.5. There are several exceptions to this rule. You should single-space the following: footnotes, itemized lists, block quotes, bibliographies or reference lists. Remember to leave a blank line between notes, items, or entries.<sup>10</sup>

The left margin in your paper should be 3.5 cm and the top, bottom, and right margins should be 2.5 cm. Right margins should be justified (aligned); this gives your paper a nicer appearance. Do *not* use larger margins in order to make the written material fill more pages. When writing a formal paper, correct grammar is important and contractions are not permitted. For instance, do **not** use isn’t, use is not; do **not** use can’t, use cannot; do **not** use don’t, use do not. An academic paper is formal writing; therefore avoid colloquialisms. Your academic paper must be serious in tone and not casual or humorous. Your objective should be to present to the academic community a positive, significant contribution to a topic.

#### 3.1 Headings and Sub-Headings

Headings and sub-headings visually show the reader how ideas are organized in the text. Each heading should accurately tell the reader what each section covers from most important to least important.

The following is an example of how a chapter could be organized. The TITLE of each chapter is centered and in capital letters.

Top, bottom, and  
right margins are  
2,5 cm

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<sup>9</sup> ‘Single’ quotation marks are used when stressing a word or phrase. “Double” quotation marks are used for direct quotes.

<sup>10</sup> Turabian, *A Manual for Writers*, 2.

← Shortened reference – see page 12



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## CHAPTER 8

### MUSIC IN THE BIBLE

The headings are in three categories. The first-level heading is numbered according to the chapter, is **bold**, and centered with the first letter of each word capitalized. Exceptions are prepositions, conjunctions and articles. For example:

#### **8.1 Music in the Old Testament**      **First-Level Heading**

The second-level heading is similar to the first level, but not bolded.

For example:

##### 8.1.1 King David Organizes Music      **Second-Level Heading**

The third-level heading would be numbered according to the chapter, is *italicized*, with the left margin, with the first letter of each word capitalized. Exceptions are prepositions, conjunctions and articles. For example:

##### *8.1.1.1 David Appoints Music Leaders*      **Third-Level Heading**

If subheadings are used, there should be *at least two* subheadings beneath each higher-level heading.

## **3.2 Page Numbering**

### 3.2.1 Roman Numerals

There are specific rules for the correct way to number your pages. There are two different kinds of numbers that are used: small or lower case Roman numerals (i, ii, iii, iv, etc.) and Arabic numerals (1, 2, 3, etc.). The title page is counted and is page i, but there is no number typed on it. The table of contents (simply called CONTENTS) is the next page and therefore is page ii. If you have any other pages (such as a glossary, illustrations, tables, etc.) they would follow the Roman numeral system in lower case (e.g. iii, iv, v, etc.).

### 3.2.2 Arabic Numerals

The main body (or text) of your paper is numbered with Arabic numerals beginning with 1 for the first page of text. Do not start over again with number 1 later for different sections of the paper!

### 3.2.3 Numbering for the Back Matter

The third section of your paper, the back matter (or reference material) also uses the Arabic numerals. If your final page is numbered as 15, and the BIBLIOGRAPHY begins on the next page, then it would be numbered as page 16.

### 3.3 Instructions for Inserting Page Numbers

Follow these directions to insert page numbers in your paper:

1. Choose 'insert' on the tool bar at the top of the screen.
2. Choose 'page number'
3. Choose 'position'
4. Choose 'Top of page'
5. Choose 'alignment'
6. Choose 'right'
7. There is a small box that says, 'Show number on first page.' Remove the check mark from the box by clicking on that box.
8. Choose 'OK'<sup>11</sup>

Hopefully, this will place page numbers in all of the right hand corners. We will discuss with you in class as to how to place page numbers on the title pages.

This is called a content footnote. It is used to explain a contrasting viewpoint, a contradiction, give further explanations, or indicate sources for further study

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<sup>11</sup> This is an *itemized list*, and therefore is single-spaced. Other items that also use single-spaces are: footnotes, bibliographies or reference lists, and block quotations. Remember to leave a blank line between notes, items, or entries. For example, there is one space between footnote 1 and footnote 2. They are **not** wedged up against one another. Did you notice that even the footnotes are justified? This produces a nice appearance.

## CHAPTER 4

### THE FIVE MAIN PARTS OF A RESEARCH PAPER

There are five main parts for a paper: (1) the front matter (title page, table of contents, illustrations, and tables); (2) introduction; (3) the body (the main text); (4) summary and conclusions; and (5) the back matter (reference matter). It is in this final section where you would place an appendix, the bibliography, etc. Each of these five parts may have several sections and these sections are important, however, three of the sections must be in complete agreement. Vyhmeister proposes the following:

The principal parts of the paper – introduction, body, and conclusion – must harmonize. That is, they must integrate into one whole. The introduction sets the stage, preparing the reader to understand the purpose, nature, and direction of the research. The main body of the text gives a clear report of the findings. The conclusion summarizes and evaluates the results of the investigation. The bibliography documents what has been presented.<sup>12</sup>

#### 4.1 Footnoting Citations

In this section examples will be offered for footnoting citations. Remember to *always* present your material first and then back it up with a quotation (if necessary). Perhaps you will make a statement in your paper that is controversial. In that case, you may want to make a quote from a prominent scholar who agrees with you. It would even add depth to your paper to give an opinion of a scholar who does *not* agree with your position. Offer several different viewpoints in your paper, but always remain clear about how *you* view the situation.

Never present the new material in a quotation, followed by a few comments. Whose paper are you writing? You are writing *your* paper, so *you* must introduce the new material and then use quotations for endorsement and support! Two quotations for each page would be sufficient at this stage of your research writing. The teachers want to read *your* wisdom on a particular subject, not the wisdom of everyone else.

Often your computer will have a default for footnotes (for example, single-spaced, ten font, etc.). The default will place the footnotes at the bottom of each page, “footnotes must be placed, or at least must begin, on the page where they are referred to. A short line (i.e., rule or separator) divides the text and footnotes. If a footnote

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<sup>12</sup> Vyhmeister, *Quality Research Papers*, 82.

runs over to the following page, a *continuation separator* should be inserted on that page.”<sup>13</sup> Also, there may be more than one copyright date. If so, use the most recent date listed. If there is no date, use the abbreviation – n.d. There may be more than one city of publication listed, only use the name of one city in the footnote.

#### 4.2 What Is Plagiarism?

The purpose of footnotes is to give the exact location where each piece of information you use in your research paper comes from. Putting a number at the end of the material from a particular source marks a footnote. Footnotes must be used *each and every time you take information from another source*. It does not matter whether the source is a book, magazine, journal, interview, lecture, etc., if it is not your *original* thought, it must be footnoted to give credit to the original source. If you take information from another source without giving correct credit, it is called *plagiarism*, which is a form of theft and which will automatically result in a failing grade for your paper.

#### 4.3 Quotations

A quote is the *exact* words (and punctuation) copied carefully from a source and a quote must have quotation marks at the beginning and end. According to Vyhmeister, “Short quotations – one sentences or less – are easily worked into the paragraph.”<sup>14</sup> Did you notice that there were quotation marks at the beginning of the previous sentence and also at the end? These marks indicate that someone else previously wrote these exact words. You must use quotation marks *every* time you use someone else’s words – no exceptions. Do not begin or end a paragraph with a quotation. A quotation should be introduced as a technique to strengthen an argument. Summarizations are not the same as quotes because you are using your own words, but the ideas or information you are writing about is something you read or heard from another source. Summarizations are **not** marked off with quotation marks, but you must include a footnote, which shows that the information immediately before it came from that source.

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<sup>13</sup> Turabian, *A Manual for Writers*, 254-5. “Each footnote must begin on a new line, indented the same amount as paragraphs in the text. Footnotes are usually single-spaced, with a blank line between notes.” Usually, but not always, writing programs have a pre-set format for footnotes (normally ten font). The continuation separator will automatically appear if you have too much information listed in your footnote. However, sometimes the continuation separator appears because you have not properly spaced your footnotes. We will discuss this in class and show you how to correct that problem.

<sup>14</sup> Vyhmeister, *Quality Research Papers*, 105.

#### 4.4 Biblical Quotations

Previously we were told that all citations as footnotes appeared at the bottom of the page. Exceptions to this rule are classics, such as Homer's *Odyssey*, Shakespeare's plays, or the Bible. It is proper to place these citations in parentheses after the note itself. For example: "The Lord is my shepherd, I shall not want" (Ps 23:1; KJV). If another translation were used, it would appear like this: "The Lord is my shepherd, I shall lack nothing" (Ps 23:1; NIV).

Do not use more than one translation of the Bible (unless you are using two different languages). Choose one version of the Bible and then use it continuously throughout your paper. "Jumping from one version to another, choosing the wording that suits your purposes, suggests that you are trying to make the Bible say what you want it so say."<sup>15</sup>

When you want to refer to a book of the Bible in your paper, spell out the entire name (do not *italicize* or underline them). For example: Jeremiah, chapters 42-44, records the flight of the Jews to Egypt. However, when you are referring to a Scripture verse, it is proper to abbreviate the book of the Bible, for example: "Give thanks to the LORD, for He is good: His love endures forever" (Ps 107:1). Did you notice there is *no period* after the abbreviation for Psalms? For a complete listing of biblical abbreviations, please see the Appendix.<sup>16</sup>

#### 4.5 How Much Research Is Enough?

Once you have chosen and properly researched your topic, when do you begin the writing process? Actually, the writing process can begin with the very first source. Some people like to begin writing immediately and others prefer to gather all of their sources first. A suggested rule is to acquire two sources for each page. If you are preparing a five-page report, then it is suggested that you gather ten sources. If you are preparing a ten-page report, then it is suggested that you gather twenty sources. This is *not* a requirement but merely a suggestion.

There can be two extremes to gathering resources. One extreme is not having enough information. However, if you are blessed with knowledge and personal experience on a particular topic, then perhaps you will write several pages without footnotes. The other extreme would be to have too many sources for each page (for

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<sup>15</sup> Vyhmeister, *Quality Research Papers*, 67.

<sup>16</sup> If you have *more than* one appendix, you would say: Please see appendix one (or, A). The appendix is placed at the end of the paper, *before* the Bibliography.

example, five sources for each page). There is a balance between these two extremes that you will discover for yourself once you begin the research and writing process. Gathering information is very important, but that is only the first step. A collection of information is not a paper; however, it is an excellent starting point that must now be organized into a clear and logical paper.

## 4.6 Footnote Resources

### 4.6.1 Citing a Book with no Author

Occasionally a book will be written with no reference to an author. This citation will be listed according to the title of the book.<sup>17</sup>

### 4.6.2 Citing a Book with One Author

Perhaps the most available resources for ETS students will be the books found in our library. Sometimes there will be only one author, and if you use any of that author's words or ideas, you must properly cite that book.<sup>18</sup>

### 4.6.3 Citing a Book with Two Authors

There are books written by two authors. Notice that you do *not* use a comma between the names of the two authors.<sup>19</sup>

### 4.6.4 Citing a Book with Three Authors

There will be times when you find a book that has three authors.<sup>20</sup> Make sure that you give credit to all of the authors. This citation is different than the examples listed above for two authors. Please notice that you *do* use a comma between the names of the three authors.

### 4.6.5 Citing a Book with More than Three Authors

Each of the citations listed thus far have been different in some way. We are simply trying to prepare you for the *many* styles that you will encounter in your research. When you have a book with *more than* three authors, you do not list all of

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<sup>17</sup> *The Lottery* (London: J. Watts, n.d.), 20-25. (If the publication date is missing, use the place holder n.d to indicate *no date*.)

<sup>18</sup> John Sims, *Our Pentecostal Heritage: Reclaiming the Priority of the Holy Spirit* (Cleveland: Pathway Press, 1995), 109.

<sup>19</sup> Bruce Maline and Jerome H. Neyrey, *Portraits of Paul: An Archaeology of Ancient Personality* (Louisville: John Knox, 1996), 134.

<sup>20</sup> Mary Lyon, Bryce Lyon, and Henry S. Lucas, *The Wardrobe Book of William de Norwell, 12 July 1338 to 27 May 1340* (Brussels: Commission Royale d'Histoire de Belgique, 1983), 42.

the authors, only the first, as you see in the example below.<sup>21</sup> When we discuss the bibliography, you will see how this citation changes.

#### 4.6.6 Successive References

When a resource has been cited as a complete footnote and later in the paper you quote from the same source; a shortened format is used. In the shortened reference you must include the author's last name, a shortened version of the title, and the page number as follows.<sup>22</sup> If you use two authors with the same last name, give the full name in the shortened reference.

#### 4.6.7 Citation of a Chapter in a Book

Sometimes books have several authors, and you only need to quote from one chapter, or one of the authors in that book. In that particular case, you need to list the author of the chapter first, and then the editor of the book.<sup>23</sup>

#### 4.6.8 Secondary Source Citation

You may find a quote from one person in a book of another person and is known as a secondary source. In this case, you must footnote the source of the original quotation and then identify the source where you found the particular quotation (the actual book). Review the footnote below<sup>24</sup> to see how this is done.

#### 4.6.9 Citing a Multi-Volume Work

Sometimes an author will write *more than* one book on a particular subject. For example, when writing the history of Christianity, it would be almost impossible to place all of the information into one text. Therefore, it must be written over a period of years and published in several different books.<sup>25</sup> Remember to tell the volume number from which you retrieved your information.

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<sup>21</sup> Willem A. Van Gemeren et al, *The Law, the Gospel, and the Modern Christian* (Grand Rapids: Zondervan, 1993), 78. (When you place this citation in the bibliography, you *must* list each of the authors who helped to write that particular book (even if there are ten people)).

<sup>22</sup> Maline, *Portraits of Paul*, 30. (This is a resource from page 11. It has already been fully documented, so this is the style for the shortened reference).

<sup>23</sup> John Sims, "Exploring Pentecostal Ethics: Reclaiming Our Heritage," in *The Spirit and the Mind: Essays in Informed Pentecostalism to Honor Dr. Donald N. Bowdle*, ed. Terry L. Cross and Emerson B. Powery (Lanham: University Press of America, 2000), 233-234.

<sup>24</sup> Helen Barrett Montgomery, *Western Women in Eastern Lands* (New York: Macmillan, 1910), 243-244, quoted in Grant McClung, *Globalbeliever.com: Connecting to God's Work in Your World* (Cleveland: Pathway Press, 2000), 87-88.

<sup>25</sup> Kenneth Scott Latourette, *A History of the Expansion of Christianity*, vol. 3, *Three Centuries of Advance* (Grand Rapids: Zondervan, 1970), 17.

#### 4.6.10 Translated Text

In an international community, there is always the probability of finding resources in other languages. Sometimes, a source is written in one language and then translated into another language. The footnote for a translated text is different from the other footnotes. In our context here at ETS, we will primarily deal with translated texts in two language formats, German,<sup>26</sup> and English.<sup>27</sup> However, we *strongly* encourage you to also use sources from your native tongue (e.g. Spanish, Polish, Romanian, Korean, Bulgarian, etc.)

#### 4.6.11 Interviews

Quoting sources from books and magazines is a good way to find information; still another excellent source is to conduct an interview. We will use this method for our class, *Introduction to Library Research* and an interview **will be** required for your paper. An interview allows you to have a deeper and fuller understanding of the person being interviewed. An interview must also use a footnote.<sup>28</sup> It is almost impossible to write as fast as someone can talk, so it would be a good idea to record the interview, however you must ask the permission of the person being interviewed before you can record this conversation.<sup>29</sup>

When you decide to interview someone for your research paper, clearly explain what information is needed and why you need that information. Prepare a list of possible questions that you would like answered and this will help you stay focused on your topic. This type of research is called qualitative research.

#### 4.6.12 Newspaper, Magazine, Journal, and Book Review

There are many different kinds of footnote resources in addition to books and interviews. For example, you may get information from the newspaper,<sup>30</sup> a

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<sup>26</sup> Renzo Allegri, *Mutter Teresa: Ein Leben für die Ärmsten der Armen*, Über. Stefan Liesenfeld (München: Neue Stadt, 1996), 37.

<sup>27</sup> Gianni Vattimo, *The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture*, trans. John R. Snyder (Baltimore: The Johns Hopkins University Press, 1988), 48.

<sup>28</sup> Reinhard Bonnke, Evangelist, Email interview by Benson Vaughan, Freudenstadt-Kniebis, Germany, 15. February 2003.

<sup>29</sup> Cathy Vaughan, Director of the Library for European Theological Seminary, interview by author, Freudenstadt-Kniebis, Germany, 18. March 2003, ETS Library. (ETS library is the location of the interview)

<sup>30</sup> Laurie Goodstein, "The Ordination Situation: Shortage of Catholic Priests Leads to Shift in Church Power from Ministry to Laity," *The Washington Post*, 3 October 1995, A1.



magazine,<sup>31</sup> or a journal.<sup>32</sup> Still another resource would be a book review found in a journal.<sup>33</sup> Each of the entries for these types of footnotes is different, as you can see at the bottom of this page.

#### 4.6.13 Internet Citation

The internet is a wonderful source for information, but make sure that you do not *only* use the Internet for your research. It is true that the Internet is an easy way to gather information, but it is not always the *best* source. Do *not* use Wikipedia as a source in your paper; it should only be used for your personal enrichment. If you do use the Internet, be sure to fully document all of the information.<sup>34</sup> Below are a few examples of the different types of internet sources available.

##### 4.6.13.1 Personal site:

<sup>1</sup> Joseph Pellegrino, "Joe's Corner" (Last updated 12. May 2003)  
<http://www.english.eku.edu/pellegrino/default.htm>, Accessed 12. June 2004.

##### 4.6.13.2 Professional site:

<sup>2</sup> Gail Mortimer, *The William Faulkner Society Home Page* (Last Updated 16. September 2004) <http://utep.edu/mortimer/faulkner/mainfaulkner.htm>, Accessed 19. November 2005.

##### 4.6.13.3 Book (ebook):

<sup>3</sup> Peter J. Bryant, *Biodiversity and Conservation* (Irvine, California: University of California, April 1999), 63, <http://darwin.bio.uci.edu/~sustain/bio65/index.html>, Accessed 11. May 2002.

##### 4.6.13.4 Google Books:

<sup>4</sup> Donald Earl Miller and Tetsunao Yamamori, *Global Pentecostalism: the new face of Christian social engagement* (Berkeley, California: University of California Press, 2007), 16, <http://books.google.com>, Accessed 23. May 2010.

##### 4.6.13.5 Article in a journal (ejournal):

<sup>5</sup> Tonya Browning, "Embedded Visuals: Student Design in Web Spaces," *Kairos: A Journal for Teachers of Writing in Webbed Environments* (2001), <http://english.ttu.edu/kairos/2.1/features/browning/indes.html>, Accessed 21. October 2004.

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<sup>31</sup> Gordon MacDonald, "Dear Church, I Quit!" *Christianity Today*, 11. February 1991, 14.

<sup>32</sup> Robert Osborn, "The Possibility of Theology Today," *Theology Today* 55, no. 2 (January 1999): 213.

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<sup>33</sup> James F. Kay, review of *Compelling Knowledge: A Feminist Proposal for an Epistemology of the Cross*, by Mary M. Solberg, *The Princeton Seminary Bulletin* 20, no. 1 (1999): 97.

<sup>34</sup> David Gibson, "No Rest For the Holy: Clergy Burnout a Growing Concern" *Politics Daily* (2010), <http://www.politicsdaily.com/2010/08/02/no-rest-for-the-holy-clergy-burnout-a-growing-concern/>, Accessed 11. September 2010. (This footnote should not be justified because it can create too many spaces – see the proper format below)

<sup>34</sup> David Gibson, "No Rest For the Holy: Clergy Burnout a Growing Concern" *Politics Daily* (2010), <http://www.politicsdaily.com/2010/08/02/no-rest-for-the-holy-clergy-burnout-a-growing-concern/>, Accessed 11. September 2010.

#### 4.6.13.6 Journal Article from an Article Database:

<sup>6</sup> Shao-Hsun Keng, Chun-Hung Lin, and Peter F. Orazem, “Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality,” *Journal of Human Capital* 11, no. 1 (Spring 2017): 9–10, <https://doi.org/10.1086/690235>, Accessed 21. April 2019.

#### 4.6.14 Encyclopedia and Dictionary Citations

There are many excellent encyclopedias in the ETS library. When using one of these books, make sure that you footnote it properly.<sup>35</sup> All of the encyclopedias are *not* in the same location. Be sure to check the main library first, and then inspect the reading room for a reliable encyclopedia. Sometimes an article in an encyclopedia or dictionary does not have an author listed. In that case, be sure to follow the example listed in the footnote below.<sup>36</sup>

#### 4.6.15 Multimedia Citation

Although it may not be used very often, it is possible to use a quote from video. This should be from a scholarly source, of course, and not from a popular ‘Hollywood’ movie. If you do use a video or DVD as one of your sources, remember to properly footnote that source.<sup>37</sup> Note how the footnote should look in the case of a YouTube video.<sup>38</sup>

#### 4.6.16 Commentary Citation

There are many acceptable books in the ETS Library and of course we would highly recommend using commentaries in your research. There is usually *more* than one commentary in the library, so remember to carefully list all of the information required, as you see in the footnote below.<sup>39</sup>

#### 4.6.17 Sermons, Speeches, and Presentation Citations

We often have seminars and guest speakers at ETS during the year and perhaps you want to use some of that information in your research paper. It is even

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<sup>35</sup> J. Gordon Melton, s.v. ‘Pentecostalism,’ in *Encyclopaedia Britannica*, 15<sup>th</sup> ed. (s.v. is Latin (sub verbo) and means ‘under the word’ so in this example, we looked under the word ‘Pentecostalism’ and found the information).

<sup>36</sup> *Nelson’s New Illustrated Bible Dictionary* (1995), s.v. ‘angel.’ Edited by Ronald F. Youngblood (Nashville: Nelson, 1995).

<sup>37</sup> *Ethics in America: Anatomy of a Corporate Takeover*, The Annenberg CPB Collection. Videocassette, 1988.


<sup>38</sup> Saddleback Church, “Learn how to pray and fast for a breakthrough with Rick Warren”. 2017. <https://www.youtube.com/watch?v=mp89-uvE1tA> Access January 29<sup>th</sup>, 2024

<sup>39</sup> William L. Lane, *Hebrews 1-8, Word Biblical Commentary*, ed. Ralph P. Martin, vol. 47a (Dallas: Word Books, 1991), 35.


possible that God will speak to your heart during a sermon. As with the other materials discussed thus far, you must give as much information as possible.<sup>40</sup>

#### 4.6.18 Unpublished Academic Citations

Many times a scholar will further develop their theses or dissertation into a book; however, you may use an unpublished academic paper as part of your research. It may be cited as in the footnote listed below.<sup>41</sup>



This seems like a lot of wasted space; however, you may **not** begin the next chapter on this page. Each new chapter begins on a new page



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<sup>40</sup> Dan Lindeman, “Imperatives for the Christian Life,” [taken from James 5:7], Crossroads International Church sermon, European Theological Seminary Chapel, 26 January 2003, Freudenstadt-Kniebis, Germany.

<sup>41</sup> Stephen Benson Vaughan, “Prove Me Now Herewith: Worshiping God Through Tithing” (M.Div. Email, Church of God Theological Seminary, 1999), 103.

## CHAPTER 5

### THE BIBLIOGRAPHY

Before we begin to discuss the way books and other materials are placed in the bibliography, let us review three simple ways in which a footnote entry is different from the bibliography: (1) In a footnote the author's name is in normal order; in the bibliography the author's last name is listed first, (2) in a footnote the publication information appears in parentheses; in the bibliography the publication information does *not* appear in parentheses, (3) in a footnote there is only one period in the entire note; in the bibliography there may be *many* periods, (4) in a footnote, the first line is indented, but the second line is *not* indented; in the bibliography, the first line is *not* indented, but the following lines *are* indented, and (5) the footnote is in Times New Roman 10 font and the bibliography is in Times New Roman 12 font.

Compare these two examples:

#### Footnote

<sup>50</sup> John A. Sims, *Our Pentecostal Heritage: Reclaiming the Priority of the Holy Spirit* (Cleveland: Pathway Press, 1995), 109.

#### Bibliography

Sims, John A. *Our Pentecostal Heritage: Reclaiming the Priority of the Holy Spirit*.  
Cleveland: Pathway Press, 1995.

What Are the Differences Between These Two Examples?

This is an itemized list (see page 2); however, these are complete sentences, so we use a period at the end of each line.

1. In the footnote above, the author's name is indented five spaces; in the bibliography example, the *second* line is indented.
2. In the footnote entry above, the first name (John) is listed first. In the bibliography entry, the *last* name (Sims) is listed first.
3. In the footnote entry above, the publication information appears in parentheses (Cleveland, Tennessee: Pathway Press); in the bibliography, the publication information does *not* appear in parentheses *and* you do *not* list the page number.
4. In the footnote entry above, there is only *one* period. In the bibliography entry, there are *three* periods. Sometimes, if there is a lot of information, there can be even more than three periods.
5. The footnote entry above is ten font. The bibliography entry is twelve font.

### 5.1 Using Bibliographies As Resources

We have always learned that a bibliography is the list of references found at the end of your paper. Now we would like to mention that a bibliography might also

be used as a resource. For example, perhaps you are doing a research paper on sects. First, you would find a book dealing with your topic. Second, *before* you begin to read that particular book, go to the bibliography of that book. Look to see what books, journals, magazines, etc., the author used (write down those references that look relevant to your topic). Third, look up the most recent books, journals, magazines, etc., and look in their bibliographies. You may continue this procedure until you have collected enough resources. This process could continue indefinitely, depending upon the size of the library.

The procedure for finding resources in the bibliography will reveal one of two things: some bibliographies refer to books that are very old and unavailable; thus not relevant to your topic. *Or*, you may begin to see some of the same names appearing over and over. This could be a clue to let you know who the recognized authors are in this field of study. While it is possible that you may have found the most important authors on a particular subject, you must also be careful to *not* take only one opinion and one approach. Be careful to offer several views to any given subject.

### **5.2 Citing An Author With Several Books in the Bibliography**

If there are two or more items by exactly the same author, the name is only written the first time. Thereafter, the name is replaced by an eight-spaced line. The works of each author may be arranged alphabetically according to the title of the book. For example:

Dybdahl, Jon. *Exodus: God Creates a People*. Boise, Idaho: Pacific Press, 1994.

\_\_\_\_\_. *Old Testament Grace*. Boise: Pacific Press, 1990.

### **5.3 Final Comments on the Bibliography**

As you put the footnotes from your paper in the bibliography, remember to make the necessary changes from a footnote to a bibliography as described under the heading THE BIBLIOGRAPHY (page 17). The typing of bibliographies demands total precision in matters of spacing, punctuation, contents, etc.

The bibliography always begins on a separate page. The title is CAPITALIZED. Each bibliographical entry is single-spaced; a blank line is left between each entry. If the entry carries on to the next line, it is indented.

## CHAPTER 6

### SUMMARY AND CONCLUSIONS

The summary and conclusions section is the ‘ending’ section of your paper and is not used to introduce new material. It is also possible to write only a conclusion segment, but you *must* have at least one of these sections (either summary *or* conclusion) for your ending. Another possibility is to write a summary, conclusion, *and* a recommendation ending (application-to-ministry) for your paper.

The summary section would briefly review the questions you identified in the introduction section at the beginning of the paper. The conclusion would allow you to deliver any closing thoughts (academic) or theological reflections. If you choose to include a recommendations section, it would be during this section that you would offer a plan of action to correct or guide a particular problem in ministry, in light of the Bible and your faith traditions.

The faculty at ETS cannot tell you which ending to have for your paper – you must make that decision. However, we *can* tell you that you *must* have an appropriate ending for your work. Along with applying all of the techniques mentioned in this manual, we would *highly* recommend that you spend time in prayer and ask God for His guidance, “Trust in the Lord with all your heart, and lean not on your own understanding. In all your ways acknowledge Him, and He shall direct your paths” (Prov 3:5-6; NKJV).

## APPENDIX I

SBL ABBREVIATIONS OF THE NAMES OF BIBLICAL BOOKS<sup>42</sup>*Old Testament*

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

KJV – King James Version

NKJV – New King James Version

ESV – English Standard Version

NIV – New International Version

NIRV – New Intern. Readers Version

NLT – New Living Translation

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<sup>42</sup> Society of Biblical Literature (SBL) *Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody: Hendrickson, 1999), 73-74.

APPENDIX II  
FRONT MATTER FOR THE EQF LEVEL 6

(SEE THE FOLLOWING PAGES)



STATE THE TITLE OF THE WORK

EL 402 FINAL SENIOR PAPER

SUBMITTED TO  
THE FACULTY OF  
EUROPEAN THEOLOGICAL SEMINARY

FREUDENSTADT-KNIEBIS, GERMANY

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE EQF LEVEL 6

In the case of studying only for two years, state the appropriate qualification:

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DIPLOMA IN YOUTH AND  
CHRISTIAN EDUCATION

NAME

DATE

I am submitting a Final Senior Paper titled

STATE THE TITLE OF THE WORK

In submitting this Final Senior Paper, I certify:

1. that this paper is entirely my own work, based upon research carried out by myself, and that all sources of material have been clearly indicated.
2. that no part of the work incorporated in the above Final Senior Paper is a quotation from published or unpublished sources, except where this has been clearly acknowledged.
3. That no part of this work has been submitted as part of another module or qualification.

---

Signature

I have examined the final copy of this project for form and content and recommend that it be accepted in partial fulfilment of the requirements for the EQF Level 6.

---

Name of Current President, with Title  
President  
European Theological Seminary

We have read this Final Senior Paper and recommend its acceptance:

---

---

The first line in a Bibliography is **not** indented; however, all other lines **are** indented.

## BIBLIOGRAPHY

Justify the right margin

Allegri, Renzo. *Mutter Teresa: Ein Leben für die Ärmsten der armen*. Über. Stefan Liesenfeld. München: Neue Stadt, 1996.

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Browning, Tonya. "Embedded Visuals: Student Design in Web Spaces." *Kairos: A Journal for Teachers of Writing in Webbed Environments* (2001). <http://english.ttu.edu/kairos/2.1/features/browning/index.html>. Accessed 21. October 2004.

Notice: last name, first name format

Internet source

Bryant, Peter J. *Biodiversity and Conservation*. Irvine, California: University of California, April 1999. <http://darwin.bio.uci.edu/~sustain/bio65/index.html>; Accessed 11. May 2002.

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Do not use page numbers for books

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