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SPICER ADVENTIST UNIVERSITY HANDBOOK FOR RESEARCH WRITING



OFFICE OF RESEARCH & INNOVATION
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Spicer Adventist University Handbook for Research Writing

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Requirements and Recommendations for Undergraduate
and Graduate Programs

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Foreword

A book like this cannot be written in isolation. While most of the text found in this manual is original, dozens of similar books and experts were consulted, and many colleagues and friends provided information, feedback, and suggestions. My greatest thanks goes to Nancy Vyhmeister, author of the first AIIAS writing manual, for her willingness to share original content and ideas from her work. Chapter 1 is taken largely from her prior work. She was also instrumental as a consultant for the Turabian chapter and in overall editing of this book. Thanks also to Juanita Bissell, for contributing the basis for the Turabian chapter from her earlier AIIAS Turabian manual. This has been revised, updated, and shortened, but her work is still the basis for Chapter 6. Thanks to Elsie Dela Cruz, Prema Gaikwad, and Esther Papaioannou for their substantial contributions to the APA explanations in Chapter 7. Thanks also to Bonnie Proctor, the editor at Andrews University, for her willingness to share ideas, resources, and materials. By now it is difficult to tell where her ideas end and mine begin, but some of her work is included especially in the introduction, and in the chapters on academic writing conventions, mechanics, APA and Turabian. Her support has been much appreciated.

Thanks also to my colleagues in the Graduate School and the Seminary for their support and ideas. Special thanks to Elsie Dela Cruz, the AIIAS editor, for her suggestions and consultations. Thanks also to David Tasker, Woodrow Whidden, Reuel Almocera, Richard Sabuin, Prema Gaikwad, Carol Tasker, Aecio Cairus, and many others for their contributions and suggestions. Heartfelt thanks to my editorial assistants, Sharon Azcuna, who designed the samples used in Chapter 8, and Kathleen Bienes, without whose support this book never would have been finished. Thanks also to Jill Cabansag and Jesin Kollabathula, who assisted particularly with the computer tips chapter.

Finally, my thanks to the AIIAS administration, particularly in the person of Dolf Oberholster, for his encouragement and support for this project. It is my hope and prayer that this book will make the research experience easier, clearer, more enjoyable, and shorter for the AIIAS research students who use it. The ideas found in this book clearly come from many sources, yet they are distinctly designed for and adapted to the AIIAS research process. Any errors, of course, are entirely my own.

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Introduction

Academic Writing, Style, and Format

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

Since every institution has its own research traditions and practices, each school has its own guidelines that detail how research should be designed, conducted, approved, formatted, and edited. This manual documents the **research procedures and format rules at Spicer Adventist University (SAU)**, for both Undergraduate and Graduate programs. It is intended as a guide for any written work connected with degree requirements, including term papers, research projects, theses, or dissertations. Each division of study at SAU may have additional requirements or may specify requirements in greater detail. Students should ask their program director and/or research advisor concerning any additional requirements that may apply to a specific division.

Style Guidelines vs. SAU Research Standards

The difference between *style* and *format* is important in order to understand how one *Research Standards* document can be used for all divisions at SAU, given that some use the Turabian style and others use APA style.

- Style** Style dictates such matters as whether to use footnotes or in-text references, when to write numbers as words or figures; when to capitalize, and whether to prepare a bibliography or reference list. When you begin to write, you and your advisor and/or committee must agree on the *style* to be used; that style must be followed throughout the document. Because style guidelines are designed for work that will be published in a variety of different locations, rules about title pages, placement of tables, and other details are inevitably different from the rules for institutional papers, where the document is already in its final form. The Turabian and APA style manuals are the authority for everything NOT specified in the *SAU Research Standards* manual.
- Format** SAU requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the institutional title page, (3) the order and layout of preliminary pages, (4) placement of page numbers, (5) headings and subheadings, and (6) the display of tables and figures. *SAU Research Standards* lays out the SAU format requirements and introduces each of the two styles used on campus. It also presents other academic writing conventions and SAU research procedures and forms.

Before writing, you should acquire the style guide recommended by your school (the distinction is not strictly division-based: Students specializing in Applied Theology or Missions may use APA style—check with your committee). In matters of format *not* specified in *SAU Research Standards*, follow the specifications of the style guide prescribed by your division.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed., rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2007).

American Psychological Association, *Publication Manual*, 6th ed., (Washington, DC: Author, 2010).

Recommended Style Guides

<i>Areas of Study</i>	<i>Style Guide Recommended</i>
Accounting, Economics, and Finance	Kate L. Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , 7th ed., rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2007).
Business Administration	APA, <i>Publication Manual</i> ; or Turabian, with in-text and supervision references or footnotes. See above for details; Students <i>must</i> counsel with adviser and committee to determine style at outset of writing.
Biotechnology	Turabian; see above for details; or APA, <i>Publication Manual</i> ; see above for details.
Botany	Turabian; see above for details; or APA, <i>Publication Manual</i> ; see above for details
Commerce	APA, <i>Publication Manual</i> ; or Turabian, with in-text and supervision references or footnotes. See above for details; Students <i>must</i> counsel with adviser and committee to determine style at outset of writing.
Computer Applications	Turabian; see above for details.
Church History	Turabian; see above for details and also specific recommendations in this manual; <i>The SBL Handbook of Style</i> , [latest edition] (Peabody, MA: Hendrickson Publishers).
Education	APA, <i>Publication Manual</i> ; or Turabian, with in-text and supervision references or footnotes. See above for details; Students <i>must</i> counsel with adviser and committee to determine style at outset of writing.
English	Turabian; see above for details.
Geography	Turabian; see above for details.
History	Turabian; see above for details.
Applied Theology	APA, <i>Publication Manual</i> ; see above for details; or Turabian; see above for details; <i>The SBL Handbook of Style</i> , [latest edition] (Peabody, MA: Hendrickson Publishers); and also specific

recommendations in this manual. Students *must* counsel with adviser and committee to determine style at outset of writing.

Management and Marketing

Turabian; see above for details; or APA, *Publication Manual*; see above for details.

Missiological Studies

APA, *Publication Manual*; see above for details; or Turabian; see above for details; *The SBL Handbook of Style*, [latest edition] (Peabody, MA: Hendrickson Publishers); and also specific recommendations in this manual. Students *must* counsel with adviser and committee to determine style at outset of writing.

Music

Turabian; see above for details.

Political Science

Turabian; see above for details.

Psychology

APA, *Publication Manual*; see above for details.

Religion and Biblical Studies

Turabian; see above for details and also specific recommendations in this manual; *The SBL Handbook of Style*, [latest edition] (Peabody, MA: Hendrickson Publishers).

Sociology

Theological Studies

Turabian; see above for details and also specific recommendations in this manual; *The SBL Handbook of Style*, [latest edition] (Peabody, MA: Hendrickson Publishers).

Chapter 1

Academic Writing Conventions

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

Organization

Flow

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

Headings

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

Paragraphs

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

Pointers

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

Writing Style

Clarity, Directness, and Simplicity of Expression

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

Avoidance of Power Words

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

Correct Grammar

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

Gender-Inclusive Language

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

Avoidance of Bias

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

Linking Words

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

Format

Use correct format according to *SAU Research Standards* (see Chapter 8) and the style manual for each school.

Referring to Yourself

Do not use the editorial “we.” “We” did not carry out the research, or make any conclusions. You may assume, however, that your reader is following along with you (e.g., “We now turn to” or “Let us now look at”). Writing in the third person (i.e., using “this writer,” “this researcher”) gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person—“I instructed the students,” or “my calculations showed . . .”—or recast the sentence to say “students were instructed.” Writing “the researcher” or “this researcher” is generally no longer appropriate, however, some professors may still prefer this. Check with your advisor, and, in any case, minimize references to yourself and keep the emphasis on the research.

Appropriate Verb Tenses for Research

- 1. Active Verbs:** Use the active verbs rather than passive voice; e.g., Passive: A study was conducted by Johnson (2004). Active: Johnson (2004) conducted a study.
- 2. Maintaining Tense:** Generally, one should maintain the tense unless there is a good reason to change it. Choose a tense and stick with it for at least an entire paragraph. Do not alternate between past and present unless there is a specific reason to do so. Exceptions to this rule are common, but they are exceptions.
- 3. Reporting Results:** Research results of a specific study (including yours) are reported in the past: “Jones *determined* that . . .” “Table 5 shows that most people *liked* oranges.” The discussion that interprets data presented, extending the results beyond the sample and identifying principles, however, is usually in the present tense. “Jones (1963) *found* that children *do not like* interacting with hostile parents.”
- 4. Reporting Ideas:** Ideas are often considered living, or timeless, and therefore are referred to in present tense: “Collins *suggests* that . . .” For that reason present tense is often used when discussing ideas, or generally accepted facts in the literature review. This is not always the case, however. Sometimes the idea has been replaced by something else, or the researcher has at some point changed opinions. If you discuss an idea that is dated, there is a need to use past tense (e.g., In 1885 Baker *concluded* that . . .). Present, present perfect, or past tense are all possible for discussing ideas, depending on situation, and the sense that the writer wishes to convey.
- 5. Keeping the Historical Perspective:** When you are writing, keep in mind your reader who will be reading your work in the future. For example, if you write “Today’s educators promote,” consider how your statement may be understood in the year 2050. It is better to clarify such a statement with “Educators in 2009 promote.”

Consider carefully the historical perspective of your subject, especially in the literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that disagrees with what Brown wrote in 1915. Also, because of the disparity of the dates, Brown and Smith can hardly concur with one another. It would be possible for Smith to concur with Brown's opinion, however.

Another historical problem that confuses many non-Adventist readers is the dating of the writings of Ellen G. White. There may be a recent publication date which will be used in the bibliography or reference list; however, the original date of writing may be important to a historical setting or treatment. These original dates and names of publications are available through the Ellen G. White Center and can be used beside the version cited (White, 1915/1997) or placed in the explanation in the footnote.

Electronic Sources

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

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

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

Finding Quality Sources

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

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

Crediting Sources

Introducing Quotations

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

Discussing Quotations

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

Dealing with Secondary Sources

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

Citing Abstracts

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

Avoiding Plagiarism

Plagiarism is a serious research fault. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a program. Plagiarism is an elegant name for using someone else's words or ideas as one's own. It is equivalent to intellectual thievery. For those who espouse a biblical point of view, plagiarism is condemned by the eighth commandment: "You shall not steal" (Exod 20:15, English Standard Version). At SAU, plagiarism has been considered sufficiently important for the faculty to take a public stand against it. The following document was voted by the Research Affairs Committee (RAC).

University Grants Commission (UGC) Guidelines for Academic Integrity And Plagiarism

Definitions

“‘Academic Integrity’ is the intellectual honesty in proposing, performing and reporting any activity, which leads to the creation of intellectual property.”

“‘Plagiarism’ means the practice of taking someone else's work or idea and passing them as one's own.

Guidelines for Plagiarism Prevention

1. Duties of HEI:

Every HEI should establish the mechanism as prescribed in these regulations, to enhance awareness about responsible conduct of research and academic activities, to promote academic integrity and to prevent plagiarism.

2. Awareness Programs and Trainings:

(a) HEI shall instruct students, faculty, researcher and staff about proper attribution, seeking permission of the author wherever necessary, acknowledgement of source compatible with the needs and specificities of disciplines and in accordance with rules, international conventions and regulations governing the source.

(b) HEI shall conduct sensitization seminars/ awareness programs every semester on responsible conduct of research, thesis, dissertation, promotion of academic integrity and ethics in education for students, faculty, researcher and staff.

(c) HEI shall:

i. Include the cardinal principles of academic integrity in the curricula of Undergraduate (UG)/Postgraduate (PG)/Master's degree etc. as a compulsory course work/module.

ii. Include elements of responsible conduct of research and publication ethics as a compulsory course work/module for Masters and Research

Scholars.

iii. Include elements of responsible conduct of research and publication ethics in Orientation and Refresher Courses organized for faculty and staff members of the HEI.

iv. Train student, faculty, researcher and staff for using plagiarism detection tools and reference management tools.

v. Establish facility equipped with modern technologies for detection of plagiarism.

vi. Encourage student, faculty, researcher and staff to register on international researcher's Registry systems.

3. Curbing Plagiarism

a) HEI shall declare and implement the technology based mechanism using appropriate software so as to ensure that documents such as thesis, dissertation, publications or any other such documents are free of plagiarism at the time of their submission.

b) The mechanism as defined at (a) above shall be made accessible to all engaged in research work including student, faculty, researcher and staff etc.

c) Every student submitting a thesis, dissertation, or any other such documents to the HEI shall submit an undertaking indicating that the document has been prepared by him or her and that the document is his/her original work and free of any plagiarism.

d) The undertaking shall include the fact that the document has been duly checked through a Plagiarism detection tool approved by the HEI.

e) HEI shall develop a policy on plagiarism and get it approved by its relevant statutory bodies/authorities. The approved policy shall be placed on the homepage of the HEI website.

f) Each supervisor shall submit a certificate indicating that the work done by the researcher under him / her is plagiarism free.

g) HEI shall submit to INFLIBNET soft copies of all Masters, Research program's dissertations and thesis within a month after the award of degrees for hosting in the digital repository under the "Shodh Ganga e-repository".

h) HEI shall create Institutional Repository on institute website which shall include dissertation / thesis / paper / publication and other in-house publications.

4. Similarity checks for exclusion from Plagiarism

The similarity checks for plagiarism shall exclude the following:

- i. All quoted work reproduced with all necessary permission and/or attribution.
- ii. All references, bibliography, table of content, preface and acknowledgements.
- iii. All generic terms, laws, standard symbols and standards equations.

Note: The research work carried out by the student, faculty, researcher and staff shall be based on original ideas, which shall include abstract, summary, hypothesis, observations, results, conclusions and recommendations only and shall not have any similarities. It shall exclude a common knowledge or coincidental terms, up to fourteen (14) consecutive words.

5. Levels of Plagiarism

Plagiarism would be quantified into following levels in ascending order of severity for the purpose of its definition:

- i. Level 0: Similarities upto 10% - Minor similarities, no penalty
- ii. Level 1: Similarities above 10% to 40%
- iii. Level 2: Similarities above 40% to 60%
- iv. Level 3: Similarities above 60%

6. Detection/Reporting/Handling of Plagiarism

If any member of the academic community suspects with appropriate proof that a case of plagiarism has happened in any document, he or she shall report it to the Departmental Academic Integrity Panel (DAIP). Upon receipt of such a complaint or allegation the DAIP shall investigate the matter and submit its recommendations to the Institutional Academic Integrity Panel (IAIP) of the HEI. The authorities of HEI can also take suo motu notice of an act of plagiarism and initiate proceedings under these regulations. Similarly, proceedings can also be initiated by the HEI on the basis of findings of an examiner. All such cases will be investigated by the IAIP.

7. Departmental Academic Integrity Panel (DAIP)

i. All Departments in HEI shall notify a DAIP whose composition shall be as given below:

- a. Chairman - Head of the Department
- b. Member - Senior academician from outside the department, to be nominated by the head of HEI.
- c. Member - A person well versed with anti plagiarism tools, to be

nominated by the Head of the Department. The tenure of the members in respect of points 'b' and 'c' shall be two years. The quorum for the meetings shall be 2 out of 3 members (including Chairman).

ii. The DAIP shall follow the principles of natural justice while deciding about the allegation of plagiarism against the student, faculty, researcher and staff.

iii. The DAIP shall have the power to assess the level of plagiarism and recommend penalty(ies) accordingly.

iv. The DAIP after investigation shall submit its report with the recommendation on penalties to be imposed to the IAIP within a period of 45 days from the date of receipt of complaint / initiation of the proceedings.

8. Institutional Academic Integrity Panel (IAIP)

i. HEI shall notify a IAIP whose composition shall be as given below:

a. Chairman - Pro-VC/Dean/Senior Academician of the HEI.

b. Member - Senior Academician other than Chairman, to be nominated by the Head of HEI.

c. Member - One member nominated by the Head of HEI from outside the HEI

d. Member - A person well versed with anti-plagiarism tools, to be nominated by the Head of the HEI.

The Chairman of DAIP and IAIP shall not be the same. The tenure of the Committee members including Chairman shall be three years. The quorum for the meetings shall be 3 out of 4 members (including Chairman).

ii. The IAIP shall consider the recommendations of DAIP.

iii. The IAIP shall also investigate cases of plagiarism as per the provisions mentioned in these regulations.

iv. The IAIP shall follow the principles of natural justice while deciding about the allegation of plagiarism against the student, faculty, researcher and staff of HEI.

v. The IAIP shall have the power to review the recommendations of DAIP including penalties with due justification.

vi. The IAIP shall send the report after investigation and the recommendation on penalties to be imposed to the Head of the HEI within a period of 45 days from the date of receipt of recommendation of DAIP/ complaint / initiation of the proceedings.

vii. The IAIP shall provide a copy of the report to the person(s) against whom

inquiry report is submitted.

9. Penalties

Penalties in the cases of plagiarism shall be imposed on students pursuing studies at the level of Masters and Research programs and on researcher, faculty & staff of the HEI only after academic misconduct on the part of the individual has been established without doubt, when all avenues of appeal have been exhausted and individual in question has been provided enough opportunity to defend himself or herself in a fair or transparent manner.

1. Penalties in case of plagiarism in submission of thesis and dissertations

Institutional Academic Integrity Panel (IAIP) shall impose penalty considering the severity of the Plagiarism.

- i. Level 0: Similarities upto 10% - Minor Similarities, no penalty.
- ii. Level 1: Similarities above 10% to 40% - Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
- iii. Level 2: Similarities above 40% to 60% - Such student shall be debarred from submitting a revised script for a period of one year.
- iv. Level 3: Similarities above 60% -Such student registration for that programme shall be cancelled.

Note 1: Penalty on repeated plagiarism- Such student shall be punished for the plagiarism of one level higher than the previous level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative.

Note 2: Penalty in case where the degree/credit has already been obtained - If plagiarism is proved on a date later than the date of award of degree or credit as the case may be then his/her degree or credit shall be put in abeyance for a period recommended by the IAIP and approved by the Head of the Institution.

2. Penalties in case of plagiarism in academic and research publications

- I. Level 0: Similarities up to 10% - Minor similarities, no penalty.
- II. Level 1: Similarities above 10% to 40%
 - i) Shall be asked to withdraw manuscript.
- III. Level 2: Similarities above 40% to 60%
 - i) Shall be asked to withdraw manuscript.
 - ii) Shall be denied a right to one annual increment.
 - iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of two years.

IV. Level 3: Similarities above 60%

- i) Shall be asked to withdraw manuscript.
- ii) Shall be denied a right to two successive annual increments.
- iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of three years.

Note 1: Penalty on repeated plagiarism - Shall be asked to withdraw manuscript and shall be punished for the plagiarism of one level higher than the lower level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative. In case level 3 offence is repeated then the disciplinary action including suspension/termination as per service rules shall be taken by the HEI.

Note 2: Penalty in case where the benefit or credit has already been obtained - If plagiarism is proved on a date later than the date of benefit or credit obtained as the case may be then his/her benefit or credit shall be put in abeyance for a period recommended by IAIP and approved by the Head of the Institution.

Note 3: HEIs shall create a mechanism so as to ensure that each of the paper publication/thesis/dissertation by the student, faculty, researcher or staff of the HEI is checked for plagiarism at the time of forwarding/submission.

Note 4: If there is any complaint of plagiarism against the Head of an HEI, a suitable action, in line with these regulations, shall be taken by the Controlling Authority of the HEI.

Note 5: If there is any complaint of plagiarism against the Head of Department/Authorities at the institutional level, a suitable action, in line with these regulations, shall be recommended by the IAIP and approved by the Competent Authority.

Note 6: If there is any complaint of plagiarism against any member of DAIP or IAIP, then such member shall excuse himself /herself from the meeting(s) where his/her case is being discussed/investigated.

(The above-stated policies on Academic Integrity and Plagiarism are excerpts from the UGC regulations on "Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions," New Delhi, July 23, 2018 voted and adopted by the Research Affairs Committee of Spicer Adventist University on January 23, 2019.)

Chapter 2

The Mechanics of Academic Writing

Mechanics has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such. The rules in this chapter will be especially useful for those writing a thesis or dissertation, but most also apply to research papers for coursework. Many specific format rules are revisited in Chapter 8 under SAU Standards.

Spell-Checker and Grammar-Checker

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

Format

Page Layout

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

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

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

Page numbers. All pages are numbered at the bottom center of the page, approximately $\frac{3}{4}$ inch from the bottom edge of the paper. Placement of numbers must be consistent. Pages that have landscape material have the page number in the same position and direction as all other pages. Pages in the appendix that *already carry numbers*, such as tests or instruments, are also numbered in accordance with the paging of your paper, but this number is placed just inside the margin in the bottom right-hand corner, within square brackets.

Line spacing. Research text is double spaced, and indented 5 spaces (.5") at the beginning of each paragraph, with **no** additional space between paragraphs. Numbered lists and tables can be single spaced if it improves readability. Further details relating to spacing are found in Chapter 8.

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

Line and Page Breaks

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

Word division. In general, words at the ends of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary. Turabian (7th ed.) has an excellent section on line breaks (20.4).

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

Lists/enumerations

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

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

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

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

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

Referencing

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

Bibliography vs. Reference List

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

Quoting and Referencing

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

Capitalization. The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter. If the quotation is set off syntactically by a comma, period,

or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase.

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

Mechanics

Punctuation

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

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

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

Parentheses. Use parentheses (not square brackets) if you wish to explain something that does not fit with the grammar of your sentence. If it is a complex explanation, put it in a footnote. Parenthetical material within parentheses is placed in square brackets, but this is not common.

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

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

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

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

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

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

Spacing After Punctuation

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

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

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

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

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

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

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

Italics

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

Titles. Italicize titles of books, and names and volume numbers of periodicals in reference lists or bibliographies.

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

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

Bold

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

Capitalization

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

Titles. Use title case for subheadings (Levels 1 and 2), table titles, subheading entries in table

of contents, and title entries in list of tables and figures. Use full caps for chapter titles.

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

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

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

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

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

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

Foreign Language in Text

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

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

Numbers

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

Figures. Use figures for exact numbers, such as time (8:15), dates (May 14), ages (2-year-olds), weights or measures (2.5 kilos, 5 cm), mathematical/statistical functions (divided by 6, 5 times as many), sample or population size (12 students), and items in a numbered series (Level 2, Grade 5). Also use figures in the abstract of a paper, in tables, and in parentheses. For decades, the correct form does not require an apostrophe (1970s).

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

Statistics and Metrication

Statistics can be presented in text, in tables, and in figures. A general rule is that if you have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.

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

Abbreviations/acronyms

Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form. (For rules regarding the list of abbreviations in a thesis/dissertation, see p. 67).

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

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

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

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

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

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

Some Useful Abbreviations

Abbreviations for the United States

In footnotes and reference lists/bibliographies, the names of the states in India and in the United States are always abbreviated. Table 1 and Table 2 contain the two-letter abbreviations for each state in India and the United States, respectively.

Table 1

Indian States Two-Letter State Abbreviations

<i>State</i>	<i>Abbreviation</i>	<i>State</i>	<i>Abbreviation</i>	<i>State</i>	<i>Abbreviation</i>
Andhra Pradesh	AP	Madhya Pradesh	MP	Uttar Pradesh	UP
Arunachal Pradesh	AR	Maharashtra	MH	West Bengal	WB
Assam	AS	Manipur	MN	Andaman and Nicobar Islands	AN
Bihar	BR	Meghalaya	ML	Chandigarh	CH
Chhattisgarh	CG	Mizoram	MZ	Dadra and Nagar Haveli	DH
Goa	GA	Nagaland	NL	Daman and Diu	DD
Gujarat	GJ	Orissa	OR	Delhi	DL
Haryana	HR	Punjab	PB	Lakshadweep	LD
Himachal Pradesh	HP	Rajasthan	RJ	Pondicherry	PY
Jammu and Kashmir	JK	Sikkim	SK		
Jharkhand	JH	Tamil Nadu	TN		
Karnataka	KA	Tripura	TR		
Kerala	KL	Uttarakhand	UK		

Table 2

United States Two-Letter State Abbreviations

<i>State</i>	<i>Abbreviation</i>	<i>State</i>	<i>Abbreviation</i>	<i>State</i>	<i>Abbreviation</i>
Alabama	AL	Kansas	KS	Ohio	OH
Alaska	AK	Kentucky	KY	Oklahoma	OK
American Samoa	AS	Louisiana	LA	Oregon	OR
Arizona	AZ	Maine	ME	Pennsylvania	PA
Arkansas	AR	Maryland	MD	Puerto Rico	PR
California	CA	Massachusetts	MA	Rhode Island	RI
Canal Zone	CZ	Michigan	MI	South Carolina	SC
Colorado	CO	Minnesota	MN	South Dakota	SD
Connecticut	CT	Mississippi	MS	Tennessee	TN
Delaware	DE	Missouri	MO	Texas	TX
District of Columbia	DC	Montana	MT	Utah	UT
Florida	FL	Nebraska	NE	Vermont	VT
Georgia	GA	Nevada	NV	Virginia	VA
Guam	GU	New Hampshire	NH	Virgin Islands	VI
Hawaii	HI	New Jersey	NJ	Washington	WA
Idaho	ID	New Mexico	NM	West Virginia	WV
Illinois	IL	New York	NY	Wisconsin	WI
Indiana	IN	North Carolina	NC	Wyoming	WY
Iowa	IA	North Dakota	ND		

Biblical Book Abbreviations

Both the Seminary and the Graduate School should use the biblical book abbreviations found in Table 3. They are written with no periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence, or within a title.

Table 3

Biblical Book Abbreviations

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

Chapter 3

SAU Research Procedures

The following guidelines apply mainly to culminating projects, theses, and dissertations. Because of the differences in procedures based on whether one is conducting research or a project, collecting data from human subjects or not, or conducting documentary or empirical research, these terms are discussed in detail at the beginning of this chapter. Follow the procedures outlined for the type of research selected.

Types of Research

At SAU, there are three basic types of research—projects, documentary/historical studies, and empirical studies. The research process may vary based on the type of research being done.

Projects

Due to the practical and flexible nature of a project, the form that planning takes, while necessary before acceptance, may vary based on the specific project undertaken. The document presented for approval may be shorter than the one presented for a thesis or a dissertation. Some projects include empirical research, and may be subject to stricter controls (Ethics Review Board, full proposal approval) than others that are more documentary in nature. Consult your advisor and check for any specific departmental/school guidelines that may apply. The exact steps your project must follow will be determined by your committee when your topic request is approved.

Documentary Research

Documentary research is typically done in the Seminary, though it is an option for some Graduate School students as well. Because of the nature of this type of research, the proposal is usually much shorter than for an empirical study, but the research itself may take longer. Ethics approval is not generally necessary, and the organization of chapters is slightly different from that of an empirical study.

Empirical Research

Empirical research is usually done in the Graduate School and in applied theology; it includes the collection and analysis of data. Because this process involves the selection/development of instruments and may involve human subjects, certain ethical controls are necessary that are not required for documentary research. The nature of empirical research also recommends a more complete proposal before data is collected.

Types of Additional Approval

All projects, theses, and dissertations must go through departmental/program approval as a topic request. Theses/dissertations and **some** projects require a complete proposal, as well. Check with your research advisor. Some studies also require the following approvals.

Administrative Committee

Any research that involves data collected on or about the SAU campus must secure AdCom approval. This can be requested anytime after topic approval. It is, however, to your advantage to seek counsel from the administration as to the wisdom of conducting your study at SAU as early as possible in the research design process. Work with your research advisor to prepare a short (not more than one page) but complete statement on purpose of the study, research questions, the nature and extent of the involvement of SAU personnel or students, the nature of the data to be collected, and the reason why you feel this is advantageous for SAU, or at least not detrimental. Indicate

how you will protect the privacy of those involved. The research advisor should submit this request via the office of the Vice President for Academic Administration.

Ethics Review Board

Any study from Applied Theology or the Graduate School must be presented to the Ethics Review Board (ERB) for approval before data can be collected. This is normally done at proposal approval time. Once the committee has agreed the document is ready for approval, it may be submitted for ERB checking. If any change is made to the methodology, an amended ERB document must be filed. ERB approval must be secured *before* data is collected.

Steps in the Research Process

The process outlined in Table 3 is for research done at SAU. Where empirical research and documentary research vary in the procedures, they are described separately. Where Graduate School and Seminary procedures differ, these are also described separately. Table 4 summarizes the major steps in the research approval process for each different type of study.

Table 3

Steps in the Research Process

Step	Details
Choosing a topic	Student should read widely, talk informally with professors and friends, and experiment with multiple ideas before settling on one.
Choosing an advisor	The committee advisor should be knowledgeable on the topic, interested in the research, and willing to serve. The student may write 1-2 pages about the envisioned research to share with potential candidates for advisor, and make sure they can work well together.
Topic request	Student develops a topic request with proposed research advisor and committee. This document is 5-10 pages long and details the scope of the study, methodology, and evidence that it will contribute new knowledge to the field. The structure of the topic request may differ depending on methodology; work with your advisor. Topic request is initially presented to the Department/Program Committee and forwarded if further approval is needed. Graduate School. Committee is approved by the Department and study design by a Research Committee made up of the approved committee, the Research Director, and the Dean. Seminary. Committee and topic are approved by the Program Committee.
Administrative Committee approval (for research done at/about SAU)	If the study is about SAU or if data from SAU is required, permission must be obtained from AdCom. This is true for class-based research, faculty research, and projects/theses/dissertations. The need for AdCom approval will be determined at topic approval. Work with your advisor to make a request to AdCom if needed.
Writing phase	Once the approval phase is accomplished the student works chapter by chapter, first with the advisor, then with the other members of the committee, as directed by the advisor. Once approved and formatted or edited, it is wise to submit a chapter or two to the editor so that mistakes are corrected early, before they become habits.

Step	Details
Ethics Review Board (ERB) approval (empirical research)	All empirical research done by SAU faculty, as part of an academic program at SAU, or on behalf of SAU must be reviewed by the ERB. If it will not include human subjects, a waiver may be requested. The application is made after committee consensus that the document is ready for proposal approval. ERB approval must be secured before data is collected. If changes are made to the design, an amendment must be filed.
Proposal	<p>All research requires a proposal approval, but the form is different for empirical and documentary research. The committee will meet to agree when a study is ready for proposal approval. The student presents and the committee asks questions (the public is not invited).</p> <p>Empirical: The proposal consists of the complete first three chapters of the thesis/dissertation. Permission to collect data is given by the advisor and methodologist after the proposal approval, once instruments are perfected. At least a week is allowed for the Dean to read the document presented.</p> <p>Documentary: The first complete chapter, an outline and a working bibliography must be presented.</p> <p>DMin: A DMin proposal contains the problem to be solved, justification, rationale, approach, end result. It will be partly documentary, but may include empirical data as well. After proposal, DMin students are given candidate status.</p>
Editing	The advisor must approve all work that goes to the editor, and both the student and the advisor must sign the checklist (see Chapter 9) that must accompany it. As each chapter is completed and approved by the advisor, it should also be read by the editor. A date for the defense is not fixed until the work has been fully edited.
Pre-defense steps	The student's committee will meet when the work is nearing its conclusion to discuss its readiness for defense and possible external examiners. Once fully edited, the defense date can be set. The paper goes to all the examiners. In the case of a dissertation, this includes the external examiner, who is given 3 weeks to read it and prepare for the defense.
Defense	At the defense, the completed work is presented to the defense committee and to the general public. Examiners ask questions and usually suggest revisions. Minor revisions are supervised by the advisor; major revisions require the entire committee to review the document. In empirical research, the methodologist may choose to withhold signature if he/she wishes to review the requested revisions. If the advisor will be absent, another member may be designated to supervise the changes, and does not sign the approval sheet until satisfied that all stipulated revisions are complete.
Editing/copying/binding/ electronic submission	The advisor indicates when the work should be sent to the editor for the final check, but does not sign the approval sheet until editorial approval is gained. The dean signs last, and this signature indicates approval for copying and binding, and electronic submission.

Chapter 4

An Introduction to Turabian Style

Footnotes

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

It is impossible for any manual to give detailed information to cover every type of reference. If you do not find what you need here, check with the Turabian 7 manual. If your paper requires specialized types of references that are not included in these manuals, work with your advisor to establish a format that you can maintain throughout the paper.

Format

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

Notes are below the text and not at the bottom of the page.

Type size is at least 10 points and typeface is the same as the text.

Footnote number is superscript in text and superscript or normal below (see Appendix B).

Left alignment (ragged right edge).

Footnote is indented the same as the paragraph.

There is an empty line between notes.

Footnotes are numbered consecutively for each chapter unless specific approval for beginning the numbering anew on each page is obtained and recorded.¹

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

Specific Content Matters

1. Even if the author's full name is used in the text, it should be repeated in full in the first footnote to a reference.
2. Although Turabian (7th ed., 23.2.4) gives the possibility of not writing out the second number when the reference is to several pages (121-27; 1929-94), writing the numbers in full is safer: (121-127; 1929-1994). To avoid misunderstandings SAU recommends using the complete numbers.
3. Abbreviations may be used in footnotes for commonly used sources (but never in the bibliography). If such sources are abbreviated, a list of abbreviations must appear in the preliminary pages of the paper. Counsel with your thesis or dissertation committee members and determine their preference on this matter before writing. (See information on abbreviations below.)
4. When Bible references are used, they are assumed to be from the King James Version unless otherwise indicated. Other versions should be indicated immediately following the reference, usually in parentheses (Luke 4:1, RSV; Mark 1:10, Moffat). When a version other than King James is the primary source for references, you must state this in a footnote with the first reference. If the reference contains more than three texts, put them in a footnote. A long list of Bible references in the text is not acceptable.

¹ For instructions on how to achieve this continuous numbering by chapter in Word (or other computer programs), see the computer formatting tips in chapter 9.

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

Guidelines for Preparing Footnotes

The first note to a reference includes author (or editor), title (full title, including subtitle), publication facts (words like *press*, *inc.*, or *publishers* are usually omitted), and the page(s) from which the material was taken. The basic format for a book is the following:

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

Subsequent references to the same work take various forms.

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

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

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

The author's full name should appear in the first note, unless the author does not use a full name; then the initials used are sufficient. Follow the entry in the library catalog.

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

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

S ²*Ibid.*

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

L ⁴Barker, "Mystery," *ISBE*, 3:451.

S ⁵Hasel, "Dragon," *ISBE*, 1:991.

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

L ⁷Hasel, "Dragon," *ISBE*, 1:990.

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

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

¹E. G. White ²R. White ³J. White

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

The full title of the book, including subtitle, should be used in the first entry, with first and last and all important words capitalized (title style). A colon separates title and subtitle, whether or not a colon is found in the original work. Both parts are italicized throughout; however, the

punctuation mark following the title is not italicized. Titles of unpublished materials or parts of published works are enclosed in quotation marks, not italicized.

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

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

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

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

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

¹Bissell points out the importance of consistence in the method of giving the reference for a content note (Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary*, 2nd ed. [Silang, Cavite: AIIAS Publications, 2002], 69).

²Bissell points out the importance of consistence in the method of giving the reference for a content note. Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary*, 2nd ed. (Silang, Cavite: AIIAS Publications, 2002), 69.

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

Guidelines for Bibliography Entries

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

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

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

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

If two or more books or articles are used from one author, for all entries after the first one, an eight-space line (underscore) is used in place of the author’s name. This “abbreviation” does not hold if the author is editor or coauthor of one book and author of another.

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

Normally entries should appear in one alphabetical list. Only separate bibliographies into categories by special permission.

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

There must be a bibliography entry for every source used in the text. A bibliography entry beginning with an eight-space line should not appear at the top of a page--repeat the author's name at the top of a new page. If several articles, all written by different authors, are given from one reference work or monograph collection, a separate bibliography entry must be made for each article from that work. The bibliography in Appendix B provides an excellent model.

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

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

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

Harmony Between Footnotes and Bibliography

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

Sample Entries for Footnotes and Bibliography

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

F = First footnote entry

S = Subsequent footnote entry, same author and work (It is assumed that one or more intervening footnotes by other authors separate it from the first entry.)

N = New footnote entry (for the same work but different author or for the same author but different work)

L = A later footnote entry subsequent to a new entry, referring to the original entry

B = Bibliography entry

Books

One Author

F ¹A. M. Allchin, *The Kingdom of Love and Knowledge* (London: Darton, Longman & Todd, 1979), 46.

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

Two Authors

F ²John H. Hayes and Stuart A. Irvine, *Isaiah the Eighth-Century Prophet: His Times and Preaching* (Nashville: Abingdon, 1987), 53.

S ⁵Hayes and Irvine, *Isaiah*, 54.

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

Three Authors

F ³W. Gunther Plaut, Bernard J. Bamberger, and William W. Hallo, *The Torah: A Modern Commentary* (New York: Union of American Hebrew Congregations, 1981), 32.

S ⁶Plaut, Bamberger, and Hallo, *Torah*, 33.

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

More than Three Authors

F ⁴Roland K. Harrison et al., *Biblical Criticism: Historical, Literary and Textual* (Grand Rapids: Zondervan, 1978), 78.

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

Editor or Compiler as Author

F ⁵R. Pierce Beaver, ed., *The World's Religions* (Grand Rapids: Eerdmans, 1982), 35.

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

Edition Other than the First

F ⁶John C. Hodges and Mary E. Whitten, *Harbrace College Handbook*, 10th ed. (San Diego: Harcourt Brace Jovanovich, 1986), 299.

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

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

In a Series

F ⁷Verner W. Clapp, *The Future of the Research Library*, Phineas W. Windsor Series in Librarianship 8 (Urbana: University of Illinois Press, 1964), 92.

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

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

Part of a Book by One Author in a Book Edited by Another

F ⁸E. Earle Ellis, "How the New Testament Uses the Old," in *New Testament Interpretation*, ed. I. Howard Marshall (Grand Rapids: Eerdmans, 1977), 203.

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

Notice the location of the pages in the bibliographical entry!

Specific Chapter in a Book

- F ⁹Hans Conzelmann, "Apostolic Council," chap. in *History of Primitive Christianity*, trans. John E. Steely (Nashville: Abingdon, 1973), 32.
- B Conzelmann, Hans. "Apostolic Council." Chap. in *History of Primitive Christianity*. Translated by John E. Steely. Nashville: Abingdon, 1973.

Reprint Edition

- F ⁹Peter Ward Fay, *The Opium War, 1840-1842* (1975; repr., Chapel Hill: University of North Carolina Press, 1997), 67-68.
- B Fay, Peter Ward. *The Opium War, 1840-1842*. 1975. Reprint. Chapel Hill: University of North Carolina Press, 1997.

Secondary Source

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

- F ¹⁰Clark H. Pinnock, *A Defense of Biblical Infallibility* (Philadelphia: Presbyterian & Reformed, 1967), quoted in Avery Dulles, *Models of Revelation* (Garden City, NY: Doubleday, 1983), 45.
- S ¹⁴Pinnock, *Biblical Infallibility*, 45.
- B Pinnock, Clark H. *A Defense of Biblical Infallibility*. Philadelphia: Presbyterian & Reformed, 1967. Quoted in Avery Dulles, *Models of Revelation*, 45. Garden City, NY: Doubleday, 1983.

Multivolume Works

One Author and One Title

- F ¹¹Paul Tillich, *Systematic Theology* (Chicago: University of Chicago Press, 1951-1963), 2:135.
- B Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-1963.
- If only one volume is referenced, the specific volume number rather than the total number of volumes in the set is included in the bibliography entry.
- F ¹²Ellen G. White, *Testimonies for the Church*, 9 vols. (Mountain View, CA: Pacific Press, 1948), 4:35.
- S ¹³White, *Testimonies*, 3:83.
- B White, Ellen G. *Testimonies for the Church*. 9 vols. Mountain View, CA: Pacific Press, 1948.
- F ¹⁴G. Campbell Morgan, *The Westminster Pulpit: The Preaching of G. Campbell Morgan*, 10 vols. (Los Angeles: Fleming H. Revell, 1955), 5:68.
- S ¹⁵Morgan, *Westminster Pulpit*, 7:74.
- B Morgan, G. Campbell. *The Westminster Pulpit: The Preaching of G. Campbell Morgan*. 10 vols. Los Angeles: Fleming H. Revell, 1955.

Several Authors and Titles

- F ¹⁶Hubert Hefner, *The Nature of Drama*, vol. 2 of *An Introduction to Literature*, ed. Gordon N. Ray (Boston: Houghton Mifflin, 1959), 47-49.
- S ¹⁷Hefner, *Nature of Drama*, 48.
- B Hefner, Hubert. *The Nature of Drama*. Vol. 2 of *An Introduction to Literature*, ed. Gordon N. Ray. Boston: Houghton Mifflin, 1959.
If publishing dates are different for each volume, inclusive publishing dates for the set are given.
- F ¹⁸Nigel Turner, *Syntax*, vol. 3 of *A Grammar of New Testament Greek*, by James Hope Moulton, Wilbert Francis Howard, and Nigel Turner (Edinburgh: T. & T. Clark, 1908-1976), 38.
- B Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T. & T. Clark, 1908-1976.

One Author, Different Titles

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

- F ¹⁹Martin Luther, *Luther's Works (LW)*, vol. 51, *Sermons I*, ed. and trans. John W. Doberstein (Philadelphia: Fortress, 1959), 259.
- S ²⁰Luther, *Sermons I*, 260.
- N ²¹Martin Luther, *LW*, vol. 44, *The Christian in Society I*, ed. James Atkinson, trans. W. A. Lambert, James Atkinson, and Charles M. Jacobs (Philadelphia: Fortress, 1966), 23.
- S ²²Luther, *The Christian*, 30.
- B Luther, Martin. *Luther's Works*. Vol. 51, *Sermons I*. Edited and translated by John W. Doberstein. Philadelphia: Fortress, 1959.
- F ²³Karl Barth, *Church Dogmatics (CD)*, vol. III-3, *The Doctrine of Creation*, trans. G. W. Bromiley and R. J. Ehrlich (Edinburgh: T. & T. Clark, 1960), 82.
- S ²⁴Barth, *Doctrine of Creation*, 85.
- N ²⁵Karl Barth, *CD*, vol. I-2, *The Doctrine of the Word of God*, trans. G. T. Thomson and Harold Knight (1956), 69.
- B Barth, Karl. *Church Dogmatics*. Vol. III-3, *The Doctrine of Creation*. Translated by G. W. Bromiley and R. J. Ehrlich. Edinburgh: T. & T. Clark, 1960.

This type of entry applies also to the following works:

Aquinas, Thomas, *Summa Theologica*
Carrington, Philip, *The Early Christian Church*
Froom, Leroy E., *The Prophetic Faith of Our Fathers*
Schaff, Philip, *The Creeds of Christendom*
Sheldon, Henry C., *History of the Christian Church*
Wesley, John, *The Works of John Wesley*

Periodicals

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

Magazines

- F ²⁶Richard Hammill, "Spiritual Gifts in the Church Today," *Ministry*, July 1982, 14.
- B Hammill, Richard. "Spiritual Gifts in the Church Today." *Ministry*, July 1982, 15-18.

Journals

- F ²⁷Zdravko Stefanovic, "The Great Reversal: Thematic Links between Genesis 2 and 3," *Andrews University Seminary Studies* 32 (1994): 53.
- B Stefanovic, Zdravko. "The Great Reversal: Thematic Links between Genesis 2 and 3." *Andrews University Seminary Studies* 32 (1994): 47-56.

While it is not indispensable to add the month or season, if the paging of a journal begins with 1 only at the beginning of a volume, you help your reader find a source by adding this information. The example would then read 32 (Spring-Summer 1994). If the journal begins paging anew with each issue, the month or season is indispensable. If there is no season or month, give the issue number: *Newsletter* 4, no. 1 (1980): 9.

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

Specialized Books

Commentaries with Known Author

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

- F ²⁸G. Ernest Wright, "Exegesis of the Book of Deuteronomy," *Interpreter's Bible (IB)*, ed. George Arthur Buttrick (New York: Abingdon, 1954), 2:331.
- S ²⁹Wright, "Deuteronomy," 2:332.
- N ³⁰Martin Rist, "The Revelation of St. John the Divine," *IB*, 12:346.
- B Wright, G. Ernest. "Exegesis of the Book of Deuteronomy." *Interpreter's Bible*. Edited by George Arthur Buttrick. New York: Abingdon, 1954. 2:331-540.

This type of entry applies also to the following works:

The Abingdon Bible Commentary
Bible Knowledge Commentary
The Biblical Illustrator
The Broadman Bible Commentary
The Eerdmans' Bible Commentary
The Expositor's Bible Commentary
The Expositor's Greek Testament
The Evangelical Commentary on the Bible
Harper's Bible Commentary
The International Bible Commentary with the New International Version
The Interpreter's One-Volume Commentary on the Bible

The Jerome Biblical Commentary
The New Bible Commentary
A New Catholic Commentary on Holy Scripture
The New Jerome Biblical Commentary
Peake's Commentary on the Bible
The Pulpit Commentary
The Speaker's Bible
The Wesleyan Bible Commentary

Commentaries in a Numbered Series

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

- F ³¹E. A. Speiser, *Genesis*, Anchor Bible 1 (AB) (Garden City, NY: Doubleday, 1987), 56.
- S ³²Speiser, *Genesis*, 57.
- N ³³Edward R. Campbell, *Ruth*, AB 7, 27.
- B Speiser, E. A. *Genesis*. Anchor Bible 1. Garden City, NY: Doubleday, 1987.
- B Campbell, Edward R. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday, 1975.

This type of entry applies also to the following works:

Black's New Testament Commentaries
The Century Bible
A Commentary, Critical, Experimental and Practical on the Old and New Testaments
The Communicator's Commentary
Good News Studies
The Laymen's Bible Commentary
Living Word Commentary
The New American Commentary
New Testament Message
Old Testament Message
The Preacher's Complete Homiletic Commentary
Sacra Pagina
Tyndale New Testament Commentaries
Tyndale Old Testament Commentaries
Word Biblical Commentary

Commentaries in Unnumbered Series

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

- F ³⁴F. F. Bruce, *The Book of the Acts*, New International Commentary on the New Testament (NICNT) (Grand Rapids: Eerdmans, 1988), 65.
- S ³⁵Bruce, *Acts*, 66.
- N ³⁶Robert H. Mounce, *The Book of Revelation*, 85.
- B Bruce, F. F. *The Book of the Acts*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1988.

This type of entry applies also to the following works:

Bible Study Commentary
Biblical Commentary on the Old Testament
Cambridge Bible Commentary
Commentary on the Old Testament
Daily Study Bible
Everyman's Bible Commentary
Exegetical Commentary
Harper's New Testament Commentaries
Hermeneia
International Commentary on the Old Testament
International Critical Commentary
Interpretation
Moffatt New Testament Commentary
New Century Bible
New International Commentary on the Old Testament
New International Greek Testament Commentary
New Testament Commentary (Hendriksen)
Old Testament Library
Torch Bible Commentary
Westminster Commentary

Commentaries with a Single Author

The set will have a general title, and some sets will have separately titled volumes. When the entire set is by one person, both the set and the title of any single volume are italicized.

If there are editors or translators for single volumes, they may be included after the title of the volume.

- F ³⁷Matthew Henry, *Matthew Henry's Commentary on the Whole Bible*, vol. 5, *Matthew to John* (New York: Fleming H. Revell, [1935]), 73.
- B Henry, Matthew. *Matthew Henry's Commentary on the Whole Bible*. Vol. 5, *Matthew to John*. New York: Fleming H. Revell, (1935).

This type of entry applies also to the following works:

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

Seventh-day Adventist Commentary

Authors' names are not given for this commentary.

- F ³⁸“Fourteenth Year” [Ezek 40:1], *Seventh-day Adventist Bible Commentary (SDABC)*, rev. ed., ed. Francis D. Nichol (Washington, DC: Review & Herald, 1976-1980), 4:715.
- S ³⁹“Fourteenth Year,” *SDABC*, 4:717.

N ⁴⁰“Were Among Them” [Josh 10:1], *SDABC*, 2:223.

The first bibliographical entry is for the specific quotation; the second is for the whole of the work. If several references are made to different sections of the *SDABC*, a general entry may be used.

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

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

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

Bible Dictionaries or Encyclopedias with Signed Articles

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

F ⁴¹Ernst Jenni, “Day of the Lord,” *The Interpreter’s Dictionary of the Bible (IDB)*, ed. George Arthur Buttrick (Nashville: Abingdon, 1962), 1:784.

S ⁴²Jenni, “Day of the Lord” *IDB*, 1:785.

N ⁴³John Wick Bowman, “Revelation, Book of,” *IDB*, 4:62.

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

F ⁴⁴Ulrich Becker, “Book,” *New International Dictionary of New Testament Theology (NIDNTT)*, ed. Colin Brown (Grand Rapids: Zondervan, 1975), 1:242.

S ⁴⁵Becker, “Book” *NIDNTT*, 1:243.

N ⁴⁶Hans-Georg Link, “Life,” *NIDNTT*, 2:475.

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

F ⁴⁷Rudolph Bultmann, “*Aidōs*,” *Theological Dictionary of the New Testament (TDNT)*, ed. Gerhard Kittel and Gerhard Friedrich, trans. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1964-1976), 1:169.

S ⁴⁸Bultmann, “*Aidōs*” *TDNT*, 1:170.

N ⁴⁹Otto Schmitz, “*Thronos*,” *TDNT*, 3:161.

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

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

This type of entry applies also to the following works:

The Anchor Bible Dictionary
Concise Dictionary of Christian Ethics
Concise Dictionary of the Christian World Mission
Dictionary of the Apostolic Church
A Dictionary of the Bible (Smith)
Dictionary of the Bible (Hastings)
Dictionary of Biblical Theology
A Dictionary of Christian Antiquities
A Dictionary of Christian Biography
A Dictionary of Christian Theology
Dictionary of Christianity in America
A Dictionary of Pastoral Care
Dictionary of Pastoral Care and Counseling
Evangelical Dictionary of Theology
Exegetical Dictionary of the New Testament
An Expository Dictionary of New Testament Words
Harper's Bible Dictionary
Holman Bible Dictionary
The Illustrated Bible Dictionary
The New Bible Dictionary
A New Dictionary of Christian Ethics
A New Dictionary of Christian Theology
New Dictionary of Theology
The New Dictionary of Theology
The New International Dictionary of the Bible
The New International Dictionary of the Christian Church
New Unger's Bible Dictionary
The Oxford Companion to the Bible
Theological Dictionary of the Old Testament
Theological Wordbook of the Old Testament
The Westminster Dictionary of Christian Ethics
Westminster Theological Wordbook of the Bible

Encyclopedias with Signed Articles

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

- F ⁵⁰Frank A. Spina, "Rahab," *The International Standard Bible Encyclopedia (ISBE)*, completely rev. and reset ed. (Grand Rapids: Eerdmans, 1979-1988), 4:33.
- S ⁵¹Spina, "Rahab," *ISBE*, 4:34.
- N ⁵²Howard F. Vos, "Kaiwan," *ISBE*, 3:2.
- S ⁵³Vos, "Kaiwan," *ISBE*, 3:3.
- B Spina, Frank A. "Rahab." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 4:33-34.
- B Vos, Howard F. "Kaiwan." *The International Standard Bible Encyclopedia*. Completely rev. and reset ed. Grand Rapids: Eerdmans, 1979-1988. 3:2-3.

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

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

Bible Dictionaries or Encyclopedias with Unsigned Entries

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

- F ⁵⁴Siegfried H. Horn, *Seventh-day Adventist Bible Dictionary (SDABD)*, rev. ed. (1979), s.v. “Angel.”
- S ⁵⁵Horn, *SDABD*, s.v. “Angel.”
- N ⁵⁶Horn, *SDABD*, s.v. “Moses.”
- B Horn, Siegfried H. *Seventh-day Adventist Bible Dictionary*. Rev. ed. Washington, DC: Review & Herald, 1979.
- F ⁵⁷Allen C. Myers, ed., *Eerdmans Bible Dictionary (EBD)* (1987), s.v. “Hyssop.”
- N ⁵⁸Myers, *EBD*, s.v. “Psalm.”
- B Myers, Allen C., ed. *Eerdmans Bible Dictionary*. Grand Rapids: Eerdmans, 1987.

This type of entry applies also to the following works:

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

Language Dictionaries

Editors are not given for general language dictionaries. Footnote entry includes title, edition/date, s.v. “Entry” (s.v. is Latin for “see under”). Publishing information is not given in footnotes for general dictionaries. Language dictionaries do not appear in the bibliography.

- F ⁵⁹*Merriam-Webster’s Collegiate Dictionary*, 10th ed., (1993), s.v. “Laity.”
- N ⁶⁰*Merriam-Webster’s Collegiate Dictionary*, 10th ed. (1993), s.v. “Clergy.”

F ⁶¹*Webster's Third New International Dictionary of the English Language Unabridged* (1993), s.v. "Theodicy."

N ⁶²*Webster's Third New Unabridged*, s.v. "Apocalypse."

This type of entry applies also to the following works:

The Random House Dictionary of the English Language

Webster's New Geographical Dictionary

Webster's Eleventh New Collegiate Dictionary

Greek and Hebrew Lexicons

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

F ⁶³Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (BAGD),² trans. and adapted by William F. Arndt and F. Wilbur Gingrich, 2nd ed., rev. and augmented by F. Wilbur Gingrich and Frederick W. Danker (1979), s.v. "kosmeō."

S ⁶⁴Bauer, BAGD, s.v. "kosmeō."

N ⁶⁵Bauer, BAGD, s.v. "stauros."

B Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by William F. Arndt and F. Wilbur Gingrich. 2nd ed. Revised and augmented by F. Wilbur Gingrich and Frederick W. Danker. Chicago: University of Chicago Press, 1979.³

F ⁶⁶Francis Brown, with S. R. Driver and Charles A. Briggs, *A Hebrew and English Lexicon of the Old Testament with an Appendix Containing the Biblical Aramaic* (BDB), based on the lexicon of William Gesenius (1952), s.v. "raq."

S ⁶⁷Brown, BDB, s.v. "raq."

N ⁶⁸Brown, BDB, s.v. "melek."

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

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

The Analytical Greek Lexicon (Bagster, Moulton)

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

A Greek-English Lexicon (Liddell, Scott)

Greek-English Lexicon of the New Testament (Thayer)

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

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

The New Analytical Greek Lexicon (Persbacher)

² BAGD is not italicized here because it does not represent the title of a book, but rather, stands for the editors of the book.

³ When you use more than one item, there is no need to list each entry separately in the bibliography. Put s.v. when using only one item, otherwise omit.

Concordances

Concordances follow the same pattern as unsigned dictionaries and lexicons.

- F ⁶⁹Robert Young, *Analytical Concordance to the Bible*, 22nd American ed., s.v. “prince.”
- S ⁷⁰Young, *Analytical Concordance*, s.v. “prince.”
- N ⁷¹Young, *Analytical Concordance*, s.v. “kingdom.”
- B Young, Robert. *Analytical Concordance to the Bible*. 22nd American ed. Grand Rapids: Eerdmans, n.d.

This type of entry applies also to the following works:

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

Encyclopedias with Unsigned Articles

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

- F ⁷²*Seventh-day Adventist Encyclopedia (SDAE)*, rev. ed., (1976), s.v. “Pitcairn.”
- S ⁷³*SDAE*, s.v. “Pitcairn.”
- N ⁷⁴*SDAE*, s.v. “Battle Creek.”
- B *Seventh-day Adventist Encyclopedia*. Rev. ed. Washington, DC: Review & Herald, 1976.

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

Encyclopedia Americana
Encyclopaedia Britannica
Encyclopedia of Judaism
World Book Encyclopedia

Early Christian, Classical, and Medieval Works

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

- F ⁷⁵Irenaeus *Against Heresies* 2.2.3 (ANF, 1:421, trans. Roberts and Rambaut).
- S ⁷⁶Irenaeus *Against Heresies* 2.2.3 (ANF, 1.421).
- B Irenaeus. *Against Heresies*. Translated by Alexander Roberts and W. H. Rambaut. The Ante-Nicene Fathers. Grand Rapids: Eerdmans, n.d. 1:315-567.
- F ⁷⁷John Chrysostom *The Priesthood* 3.17, Migne Patrologia Graeca, vol. 48, col. 656.
- S ⁷⁸Chrysostom *The Priesthood* 3.18.

- B Chrysostom, John. *The Priesthood, Patrologia Graeca*. Edited by Jean Paul Migne. Paris: Apud Garnier Fratres, 1862. Vol. 48, cols. 623-692.
- F ⁷⁹Josephus *Jewish War* 2.7.2 (trans. Thackeray, LCL, 2:363).
- S ⁸⁰Josephus *Jewish War* 2.7.2.
- B Josephus, Flavius. *The Works of Josephus*. Edited by William Whiston. 4 vols. New York: Oakley Mason, 1860.
- F ⁸⁸Eusebius *Ecclesiastical History* 5.2 (trans. Cruse, 182).
- B Eusebius. *The Ecclesiastical History of Eusebius Pamphilus*. Translated by Christian Frederick Cruse. Grand Rapids: Baker, 1987.

Adventist Materials

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

SDA Church Manual

- F ⁸⁹General Conference of Seventh-day Adventists, *Seventh-day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1990), 23.
- S ⁹⁰*Church Manual*, 57.
- B General Conference of Seventh-day Adventists. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1990. http://www.adventistarchives.org/docs/CM/CM1990__B.pdf#view=fit (accessed 24 January 2010).

Minister's Manual

- F ⁹¹General Conference of Seventh-day Adventists, Ministerial Association, *Seventh-day Adventist Minister's Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 48.
- S ⁹²*Minister's Manual*, 85.
- B General Conference of Seventh-day Adventists, Ministerial Association. *Seventh-day Adventist Minister's Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

SDA Yearbook

- F ⁹³General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Seventh-day Adventist Yearbook 1995 (SDA Yearbook 1995)* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1995), 75.
- S ⁹⁴*SDA Yearbook 1995*, 64.
- B General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Seventh-day Adventist Yearbook 1995*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1995.

GC Working Policy

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

- F ⁹⁵General Conference of Seventh-day Adventists, *Working Policy of the General Conference of Seventh-day Adventists*, 1992-1993 ed. (Hagerstown, MD: Review & Herald, 1993), 136.
- S ⁹⁸*Working Policy*, 148.
- B General Conference of Seventh-day Adventists. *Working Policy of the General Conference of Seventh-day Adventists*. 1992-1993 ed. Hagerstown, MD: Review & Herald, 1993.

Seventh-day Adventist Hymnal

- F ⁹⁶*The Seventh-day Adventist Hymnal (SDA Hymnal)* (Washington, DC: Review & Herald, 1987), 213.
- S ⁹⁷*SDA Hymnal*, 100.
- B *The Seventh-day Adventist Hymnal*. Washington, DC: Review & Herald, 1987.

Statistical Reports

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

Unpublished Academic Sources

Dissertations and Theses

The first models are for theses and dissertations available from the university where they were written. If these papers come from online sources, this source should be noted in the bibliographical entry. To cite a dissertation consulted in an online database, add the name of the database, the URL, and the access date (see Reynolds example below).

- F ⁹⁹Steven Jonah Rantung, "The Discontinuation and the Continuation of the Sinaitic Covenant: A Study from Daniel 9:24-27" (MA thesis, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1993), 25.
- B Rantung, Steven Jonah. "The Discontinuation and the Continuation of the Sinaitic Covenant: A Study from Daniel 9:24-27." MA thesis, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1993.
- F ¹⁰⁰Edwin Earl Reynolds, "The Sodom/Egypt/Babylon Motif in the Book of Revelation" (PhD diss., Andrews University, 1994), 256.
- B Reynolds, Edwin Earl. "The Sodom/Egypt/Babylon Motif in the Book of Revelation." PhD diss., Andrews University, 1994. <http://proquest.umi.com/pqdweb?index=0&did=741421141&SrchMode=1&sid=1&Fmt=2&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1269819097&clientId=1898> (accessed 28 March 2010).

Syllabi, Course Outlines, or Class Handouts

- F ¹⁰¹Carlos Martin, Syllabus for MSSN 570 Christianity among World Religions, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1995.
- B Martin, Carlos. Syllabus for MSSN 570 Christianity among World Religions. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, 1995.

Student Class Notes

In referencing class notes, one may emphasize the professor (first example) or the class (second example).

- F ¹⁰²Barry Bennett, class notes for OTST 653 Old Testament History, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.
- B Bennett, Barry. Class notes for OTST 653 Old Testament History. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.
- F ¹⁰²Class notes. OTST 653 Old Testament History, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.
- B Class notes. OTST 653 Old Testament History. Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines, January 1992.

Miscellaneous Unpublished Sources

Interviews

If the interview has been done by the author, put that in the note: “interview by the author.” Interviews appear in the bibliography only when the one who peruses the bibliography needs to know about this important source.

- F ¹⁰³John Pesulima, President of Adventist International Institute of Advanced Studies, interview by Paul Cho, Silang, Cavite, Philippines, 18 August 1993.
- B Pesulima, John, President of Adventist International Institute of Advanced Studies. Interview by Paul Cho, Silang, Cavite, Philippines, 18 August 1993.

Reports and Minutes

- F ¹⁰⁴Eastern Africa Division of Seventh-day Adventists, “Minutes of the East Africa Division Publishing Council,” (Harare, Zimbabwe: Eastern Africa Division, 24-31 October 1986), 5.
- B Eastern Africa Division of Seventh-day Adventists. “Minutes of the East Africa Division Publishing Council.” Harare, Zimbabwe: Eastern Africa Division, 24-31 October 1986.

Letters and E-mail

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

- F ¹⁰⁵John Henry, personal communication to the author, 23 March 2009.

Letters in archival collections go in both notes and bibliography.

- F ¹⁰⁶Ellen G. White to Dr. Patience Bordeau, 8 June 1905, Letter 177, 1905, Ellen G. White Research Center, Andrews University (EGWRC-AU), Berrien Springs, MI.

- S ¹⁰⁷White to Bordeau, Letter 177, 1905.
- B White, Ellen G., to Dr. Patience Bordeau, 8 June 1905. Letter 177, 1905. Ellen G. White Research Center, Andrews University, Berrien Springs, MI.

Manuscripts

- F ¹⁰⁸Ellen G. White, "Our Opportunity to Work in the Cities of America," Manuscript 154, 1902, Ellen G. White Research Center, Adventist International Institute of Advanced Studies (EGWRC-AIIAS),⁴ Silang, Cavite, Philippines.
- S ¹⁰⁹White, MS 154, 1902.
- B White, Ellen G. "Our Opportunity to Work in the Cities of America." Manuscript 154, 1902. Ellen G. White Research Center, Adventist International Institute of Advanced Studies, Silang, Cavite, Philippines.

Electronic Media

CD-ROM

- N ¹¹⁰Ellen G. White, *Education*, Complete Published Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 1999).
- B White, Ellen G. *Education*. Complete Published Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 1999.

Video

- N ¹¹¹*Hudson Taylor*, 85 min., Ken Anderson Films, 1989, videocassette.
- B *Hudson Taylor*. 85 min. Ken Anderson Films, 1989. Videocassette.

Article From a Library Database

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

- N 7. Daniel Howden, "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, February 12, 2005, <http://www.lexisnexis.com/> (accessed June 3, 2010).
- B Howden, Daniel. "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, February 12, 2005. <http://www.lexisnexis.com/> (accessed June 3, 2010).

Internet Sources

Never use a hyphen at the end of the line when a URL does not fit on one line. Divide a URL before punctuation marks (use shift + enter to begin a new line but not a new paragraph).

Because websites are notoriously unstable and may disappear without leaving a trace, you need to give an access date. Thus, you protect yourself from your readers' accusation of being careless in recording the URL if they cannot find your source. If the source gives a Digital Object Identifier (doi), you may give it in place of a URL.

⁴ The school name is not required here, but it is helpful. If additional information is available and could be helpful, it is appropriate to include it.

N ¹¹²Daniel A. McFarland, "Resistance as a Social Drama: A Study of Change-oriented Encounters," *American Journal of Sociology* 109 (May 2004), under "Settings," <http://www.journals.uchicago.edu/AJA/journal/issues/v109n6/050199/050199.html> (accessed May 3, 2006).

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

This article was available from JSTOR, through Andrews University. The same article, accessed through the Leslie Hardinge Library, will have a different URL.

N ¹¹³Shelly Whitman, "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue," *African Journal on Conflict Resolution* 6 (2006): 31, http://www.accord.org.za/downloads/ajcr/ajcr_2006_1.pdf (accessed March 28, 2010).

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

N ¹¹⁴Philip Schaff, *Augustine's City of God and Christian Doctrine* (New York: Christian Literature Publishing, 1890), chapter 3, <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html> (accessed March 28, 2010).

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

N ¹¹⁵Nilton Amorim, "Academic Freedom in Theology Teaching" paper presented to the Faith and Learning Seminar, Nairobi, Kenya, 1990, http://www.aiias.edu/ict/vol_05/05cc_237-255.htm (accessed March 28, 2010).

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

N ¹¹⁶Priscilla Coit Murphy, "What a Book Can Do: *Silent Spring* and Media-Borne Public Debate," (PhD diss., University of North Carolina, 2000), in ProQuest Dissertations and Theses, http://proques.umi.comlpqdweb?did=72771_0781&sid=2&Fmt=2&clientId=13392&RQT=309&VName=PQD (accessed April 1, 2006).

B Murphy, Priscilla Coit. "What a Book Can Do: *Silent Spring* and Media-Borne Public Debate." PhD diss., University of North Carolina, 2000. In ProQuest Dissertations and Theses, http://proques.umi.comlpqdweb?did=72771_0781&sid=2&Fmt=2&clientId=13392&RQT=309&VName=PQD (accessed April 1, 2006).

Chapter 5

An Introduction to APA Style

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

A brief introduction to APA referencing is shown here; however, students using this style should purchase a manual of their own to be apprised of all the details. The SAU Style requirements in Chapter 8 supersede the APA manual in matters of document format; in all other matters, the APA manual is the final authority.

In-Text Referencing

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

How to Use Direct Quotations

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

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

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

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

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

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

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

Smith (1985) stated:

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

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

How to Paraphrase a Quotation

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

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

Introducing Citations or Quotations

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

- a) An alternative interpretation that Smith (1985) suggests is to . . .
- b) The results of one experiment (Smith, 1985) showed that “. . .” (pp. 73-75).
- c) Coffee drinking has been found to affect . . . (Day, 2005, p. 280).

not best d) As Day (2005) says, “. . .”

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

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

Specific In-Text Referencing Rules

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

Repeated References to an Author within a Paragraph

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

In-Text Referencing Examples

One Author

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

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

Multiple Authors

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

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

First citation

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

Subsequent citations

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

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

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

Several Works in the Same Reference

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

Same author.

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

Different authors.

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

One Author in the Same Year

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

No Author

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

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

Corporate Author

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

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

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

Authors with the Same Surname

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

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

Personal Communication

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

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

Secondary Source

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

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

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

Reprinted or Republished Works

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

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

Electronic Media

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

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

Reference List Basics

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

General Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.
2. Run-over lines in references are indented by the regular default of .5”.
3. Entries are single spaced (the APA manual shows double spacing for those preparing a journal for publication). Since you are preparing a document in final form, single spacing, which looks nicer and saves space is used. Double space between entries.
4. One entry should *not* be split across two pages.
5. When an author has several works, each entry must provide the author's name (APA does not use an eight-space line or Ibid.).
6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c (for more detailed examples, see *References How-To* below).
Smith, B. J. (2000a). *Specific concerns* . . .
Smith, B. J. (2000b). *Trying to overcome* . . .
7. Italics—not underlining—is used for titles of books/journals.
8. For the publisher’s name, use a “shortened” form (Sage; Jossey-Bass; Macmillan). Do not include “Publishing Company,” “Inc.,” or “Ltd.” However, the word “Press” is often retained, such as in *Pacific Press*. This **always** applies to university presses.
9. No quotation marks are used for article titles in magazines/journals.
10. For books, give the city and state (or city and country, if outside the U.S.) of publication, followed by the publisher. Use the state abbreviations (see p. 20) with no periods. *APA 6* requires the city and the state/country for ALL reference entries:
Reading, MA: Addison-Wesley.
Mumbai, India: Peace Press.
New York, NY: McGraw Hill.
Note: When New York is spelled out, it is the *city*.
11. Titles of books are presented in *sentence case*. Proper nouns and the first word after a colon are capitalized:
From program to practice: A guide to beginning your new career.
12. Journal titles are presented in *title case*. The title and the volume number are italicized. An issue number (if available) follows the volume number (no space), within parentheses (but not in italics). This is followed by the page numbers where the article was found:
Ali, W. H. (2004). Learning teams and low achievers. *Social Education*, 48, 60-64.
Astin, A. W. (2007). Change. *Competition Journal*, 19(5), 12-19.

Author Rules

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

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

Same authors, different year of publication. Identical author entries are arranged by year of publication, the earliest first:

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

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

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

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

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

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

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

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

How to Reference Electronic Media

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

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.
2. Test the URLs in your reference list before the final submission of the document. If the URL does not work, your reader will not be able to access the material you cited. Always retain copies of downloaded material until your paper is approved.
3. Do not put a period after a URL.
4. Break a long URL **before** punctuation. Use shift + enter to move the text to a new line.
5. When there is a high possibility of change (personal websites, wikis, blogs, online discussions) the retrieval date should be included.

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

6. Remove the underlining and blue color from URLs before you submit your paper.
7. A DOI is a Digital Object Identifier, which is the most useful information to provide for online sources. If the DOI is provided, there is no need to give a URL for online journals.

Printed Materials

One Author

Sommer, R. F. (1989). *Teaching writing to adults*. San Francisco, CA: Jossey-Bass.

Up to Seven Authors

Bennett, N., Crawford, M., & Cartwright, M. (2003). *Effective educational leadership*. London, UK: Open University Press.

More than Seven Authors

Picton, T. W., Benton, S., Berg, P., Donchin, E., Hillyard, S. A., Johnson, R. J., . . . Taylor, M. J. (2000). *Recording standards and publications criteria*. Springfield, MA: Erlbaum.

Author as Publisher

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.

National Science Foundation. (2010). *Earth sciences: Instrumentation and facilities*. Arlington, VA: Author.

Edition Other than the First

Denis, T., White, N., & Peterfreund, S. (2005). *Great traditions in ethics* (11th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Edited Book (Editor as Author)

Roth, J. (Ed). (1995). *International encyclopaedia of ethics*. London, UK: Fitzroy Dearborn.

Chapter in an Edited Book

Anderson, P. (1985). What survey research tells us about writing at work. In L. Odell & D. Goswami (Eds.), *Writing in nonacademic settings* (pp. 239-252). New York, NY: Guilford.

Translation

Piaget, J. (1980). Six psychological studies. (A. Tenzer, Trans.). Brighton, UK: Harvester. (Original work published 1964).

Book Review

Rah, S. (2010, April). Heroic tales from distant lands [Review of the book *Kingdom without borders*, by M. Adeney]. *Christianity Today*, 54,4.

Article in a Magazine

Adams, W. (2010, May 10). Norway builds the world's most humane prison. *Time*, 175, 78.

Article in a Newspaper

Gardiner, B. (2010, April 15). Emphasis on ethics. *The Wall Street Journal*, p. 9.

Article in a Journal

Knatterud, M. E. (1991, February). Writing with the patient in mind: Don't add insult to injury. *American Medical Writers Association Journal*, 6, 10-17.

Electronic Sources

Entire Book Online

Boud, D., & Feletti, G. (Eds.). (1999). *The challenge of problem-based learning* (2nd ed.). Retrieved from <http://books.google.com/books>

Article with DOI

Articles retrieved from an electronic database are now cited exactly as the print version unless the article is particularly difficult to find. No need to include date retrieved or the database. The DOI is included, when present, however, whether you read the print or the electronic version.

Devlin, J. T. & Poldrack, R. A. (2007). In praise of tedious anatomy. *NeuroImage*, 37, 1033-1041. doi:10.1016/j.neuroimage.2006.09.055

Internet Article or Website (without DOI)

Lumsden, L. (1994). *Student motivation to learn*. Retrieved from <http://chiron.valdosta.edu/whuitt/files/stdtmotv.html>

Article in an Internet-Only Journal

Salend, S. J. (2004). Fostering inclusive values in children: What families can do. *Teaching Exceptional Children*, 37(1), 64-69. Retrieved from http://journals.sped.org/index.action=TEC_toc&ID=55

Paper Presented at a Conference

Woll, C. (2006). *The difficult organization of business interests*. Paper presented at the 15th International Conference of the Council for European Studies, Chicago, March 29-April 2, 2006. Retrieved from <http://www.ces.columbia.edu/pub/papers/Woll.pdf>

Paper in Conference Proceedings

Thompson, H. L. (2005). The impact of stress on the BarOn Eq-i reported scores and a proposed model of inquiry. In *Proceedings of the 5th Annual NexusEq Emotional Intelligence Conference*. Retrieved from http://nexuseq.com/post/dick_thompson2.pdf

Newspaper Article (Online)

Kershaw, A. (2010, May 05). Students hit by lecturers' strike. *The Independent*. Retrieved from <http://www.independent.co.uk>

Website of Organization or Governmental Agency

British Educational Communications and Technology Agency. (2010). *Assistive technology and the Home Access programme*. Retrieved from http://schools.becta.org.uk/index.php?section=oe&catcode=ss_es_hom_02&rid=17557

U.S. Copyright Office. (1981). *Circular R1: Copyright basics (Publication No. 341-279/106)*. Washington, DC: Government Printing Office.

Article in a Wiki

School violence. (2010, May 13). In *Wikipedia, the free encyclopedia*. Retrieved May 20, 2010, from http://en.wikipedia.org/wiki/School_violence

Thesis Retrieved Online

Havens, L. (2009). *Behavioral and socioeconomic differences among users of the internet public library from North Carolina*. (Master's thesis). Retrieved from <http://www.openthesis.org/documents/Behavioral-Socioeconomic-Differences-among-Users-594471.html>

Unpublished Material

Unpublished Paper

Skinner, E., & Belmont, M. (1991). *A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student engagement*. Unpublished manuscript, University of Rochester, NY, USA.

Thesis/Dissertation

Akpa, V.O. (2006). *Factors that motivate employees to work at Northern Luzon Adventist College (NLAC), Philippines: An analysis*. (Unpublished master's thesis). Adventist International Institute of Advanced Studies, Silang, Philippines.

Missing Information

No Date

Bligh, B. (n.d.) *Cherish the earth*. Sydney, Australia: Macmillan.

No Author

Handbook of research. (1998). Princeton, NJ: College Board Publications.

Additional Resources

Additional examples of reference list entries may be found in the American Psychological Association's *Publication Manual*, 6th ed., or in online materials showing how to reference in APA style. Some useful APA sites are

APA

<http://www.apastyle.org/index.aspx>

Dalhousie University Libraries: APA Style (6th) Quick Guide

http://www.library.dal.ca/Files/How_do_I/pdf/apa_style6.pdf

Northern Michigan University: APA Reference Style Guide

http://library.nmu.edu/guides/userguides/style_apa.htm

The Owl at Purdue: Online Writing Lab

<http://owl.english.purdue.edu/owl/section/2/10/>

Queens University: Guide to Citing Education Resources in APA Format 6th Edition

<http://library.queensu.ca/webedu/howtofind/apa.pdf>

Trinity University: APA Style for Electronic Sources

<http://lib.trinity.edu/research/citing/APAelectronicsources.pdf>

Chapter 6

SAU Standards

The format requirements in the *SAU Research Standards and Procedures* take precedence over requirements in the APA or Turabian style manual for formatting purposes. In this chapter, the SAU standards are summarized and illustrated for the convenience of the researcher.

Specifications

Paper: Letter size (8 ½" x 11"), 20+ pound (subs) or 80+ gsm, high whiteness/brightness.

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

Justification: Justification should be left (not justified) for all body text.

Print: Original must be dark enough to photocopy well. Laser printout is recommended for both preservation and readability. Copies must be difficult to tell from the original. They must be clear, straight, legible, without smudges, and must photocopy well.

Margins: 1.5" left, 1.0" top, right and bottom margin for all pages. The initial page of a chapter or a major section (Table of Contents, Bibliography) has a 2-inch top margin. The page number should be at .75 inch from the bottom of the page (see Chapter 9 for details).

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

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

single space: reference list/bibliography, footnotes, tables (usually), headings (internal spacing), table/figure notes, between table title and table, Turabian block quotes

double space: Title page, body text, after headings, between reference/footnote entries, between main divisions of table of contents and subsections, lists of tables/figures.

triple space: Before major headings (levels 1 and 2) preceded by text, after chapter titles

two double spaces: Before/after tables/figures

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

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

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

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

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

references/bibliography:

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

14. Curriculum Vitae (fits on one page)

Sample Pages with Detailed Explanations

The old adage tells us that a picture is worth a thousand words. This section presents sample pages, which are pictures of what your SAU paper should look like. The chapter shows samples of all types of pages required for a thesis or dissertation, with tips on how to format them correctly. These pages indicate the SAU required format for theses and dissertations. The format of these pages is also appropriate for other written papers. The *recommendations are mandatory except where otherwise specifically indicated*. Not every study necessitates the inclusion of all the sample pages illustrated. For example, studies do not always contain tables or figures. However, every preliminary page necessitated by the nature of the study must follow the indicated form precisely.

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

Abstract

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

Abstracts are no longer technically restricted to the traditional 350 words for a dissertation and 120 for a thesis, however, it is still a good rule of thumb. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database. An abstract may or may not have titled sections.

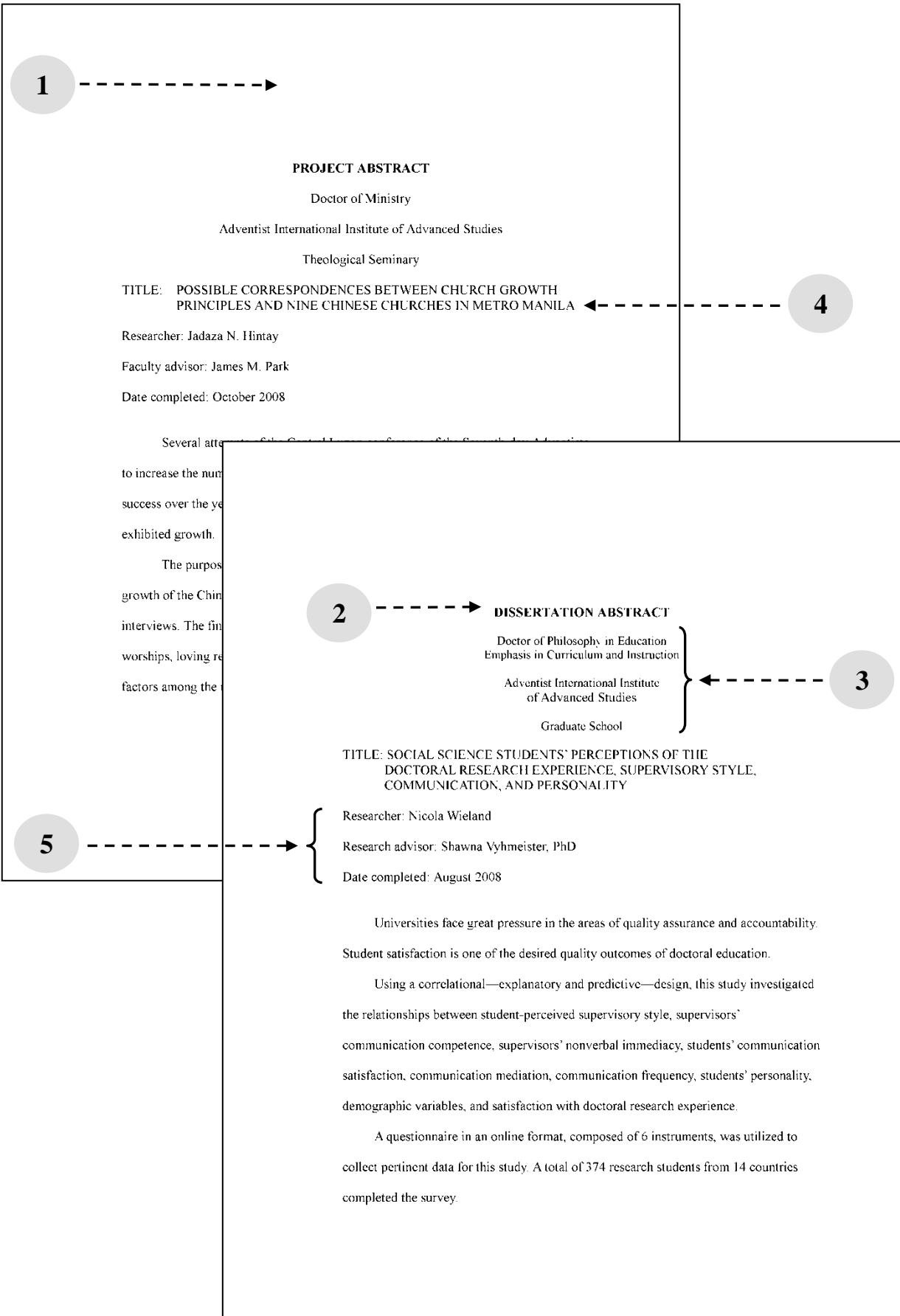
Abstracts for an empirical study include:

- The Problem** A clear statement of the purpose of the study—in one sentence if possible.
- The Method** A clear but brief description of the subjects and pertinent characteristics (number, age, gender) and the methods that were used (data-gathering procedures, instruments, etc.).
- The Results** The major findings, including statistical significance levels.
- Conclusions** A list of conclusions, implications, recommendations, and applications.

Abstracts for a theoretical or philosophical study include:

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

1. The abstract begins 2" from the top of the page, the same as all other chapter or major section heading. The abstract pages are neither counted nor numbered.
2. The title is all capital letters: THESIS ABSTRACT, DISSERTATION ABSTRACT, or PROJECT ABSTRACT. Following are details about your degree and your school.
3. Single space within headings, double space between them.
4. The title of the research is block indented and all capital letters.
5. Use the exact headings and information given here. The date completed is the defense date.



1

PROJECT ABSTRACT

Doctor of Ministry
 Adventist International Institute of Advanced Studies
 Theological Seminary

TITLE: POSSIBLE CORRESPONDENCES BETWEEN CHURCH GROWTH PRINCIPLES AND NINE CHINESE CHURCHES IN METRO MANILA

Researcher: Jadaza N. Hintay
 Faculty advisor: James M. Park
 Date completed: October 2008

4

Several attempts to increase the number of churches in Metro Manila have been made over the years, but with little success over the years. The churches that have exhibited growth... The purpose of this study was to determine the factors among the churches that have exhibited growth... The purpose of this study was to determine the factors among the churches that have exhibited growth... The purpose of this study was to determine the factors among the churches that have exhibited growth...

2

DISSERTATION ABSTRACT

Doctor of Philosophy in Education
 Emphasis in Curriculum and Instruction
 Adventist International Institute of Advanced Studies
 Graduate School

TITLE: SOCIAL SCIENCE STUDENTS' PERCEPTIONS OF THE DOCTORAL RESEARCH EXPERIENCE, SUPERVISORY STYLE, COMMUNICATION, AND PERSONALITY

Researcher: Nicola Wieland
 Research advisor: Shawna Vyhmeister, PhD
 Date completed: August 2008

3

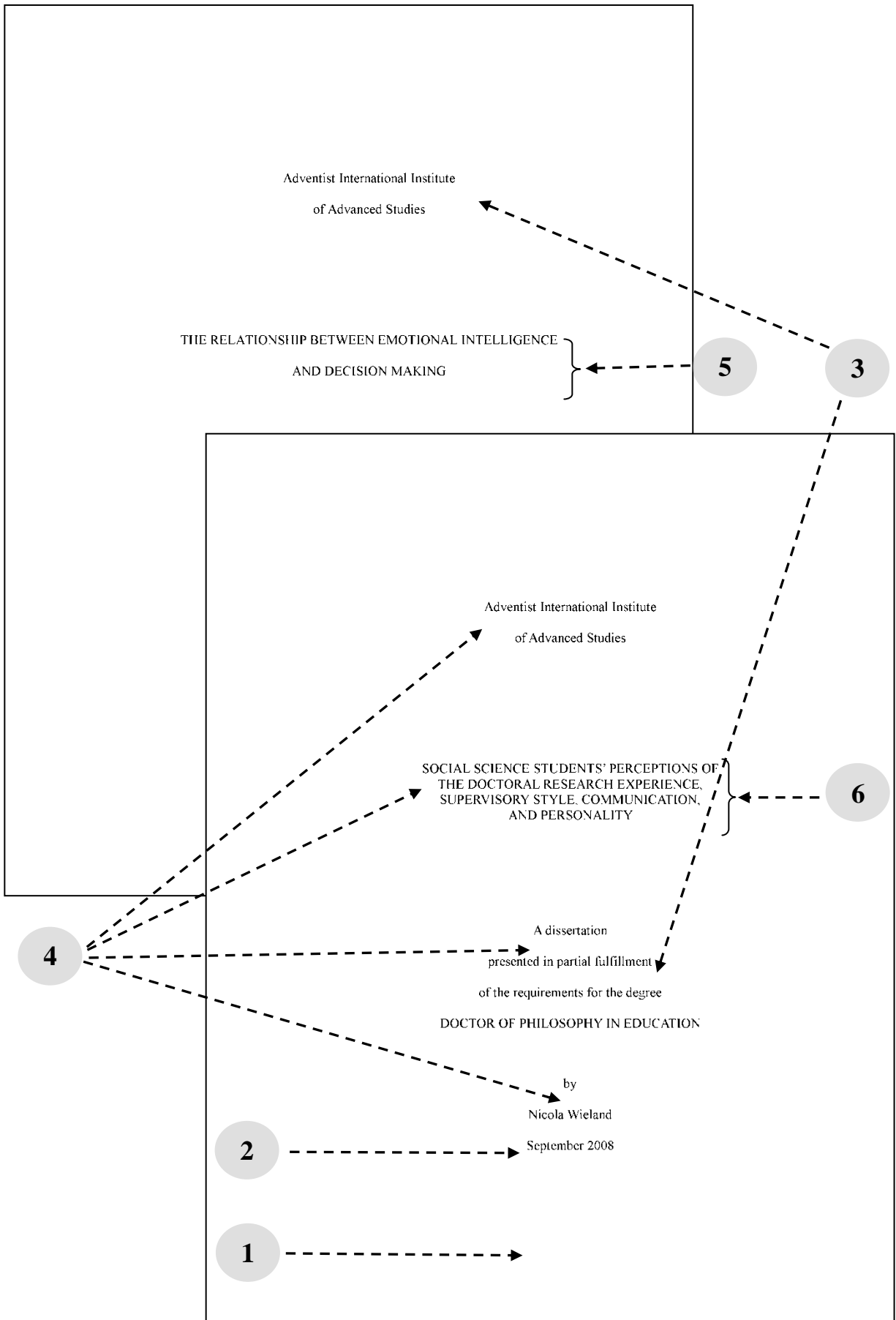
5

Universities face great pressure in the areas of quality assurance and accountability. Student satisfaction is one of the desired quality outcomes of doctoral education. Using a correlational—explanatory and predictive—design, this study investigated the relationships between student-perceived supervisory style, supervisors' communication competence, supervisors' nonverbal immediacy, students' communication satisfaction, communication mediation, communication frequency, students' personality, demographic variables, and satisfaction with doctoral research experience. A questionnaire in an online format, composed of 6 instruments, was utilized to collect pertinent data for this study. A total of 374 research students from 14 countries completed the survey.

Title Page

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

1. The title page is page i, but the number does not appear on the page. All preliminary pages after this are counted, but some are not numbered.
2. The date used on the title page is the month of the defense.
3. The title page is generally double spaced, and approximately centered on the page.
1. The first line should begin 2" from the top of the page, with the title beginning at 4", the description of the research beginning at 6", and the word *by* beginning at 8".
5. Line breaks should come at logical points, and a general inverted pyramid shape should be attempted.
6. The title should be as short as possible (10-12 words is ideal) but should clearly state what the study is about. If the title is more than two lines long, it should be single spaced.
7. Follow the wording and the capitalization rules **exactly**. If you have questions, check with the Dean's secretary or the editor.



Copyright Page (Creative Commons Licensing)

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

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

A sample copyright page is given for the SAU default option. For the text for any other license, go to <http://creativecommons.org/about/licenses> and select “view the license deed” for your preferred license. Copy that text to the copyright page of your thesis/dissertation.

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

Key

Share: To copy, distribute and transmit the work

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

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

**This work is licensed under Creative Commons 3.0
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You are free:

- **to Share** — To copy, distribute and transmit the work
- **to Remix** — to adapt the work

Under the following conditions:

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 - Your fair dealing or **fair use** rights, or other applicable copyright exceptions and limitations;
 - The author's **moral** rights;
 - Rights other persons may have either in the work itself or in how the work is used, such as **publicity** or privacy rights.
- **Notice** — For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to the web page where this information was taken from: <http://creativecommons.org/licenses/by-nc-nd/3.0/>

Approval Page

The format of the approval page varies according to department and degree. Work with the Dean's office to prepare this page.

1. This page is not numbered, but it is counted.
2. The number of signatures on this page depends on the makeup of the student's committee and the degree sought. Work closely with the Dean's secretary to prepare this page correctly. The original approval page is included in the student's thesis/dissertation.
3. When all committee members have signed (the editor must sign the approval for copying and binding before the dean and the chair sign the approval page), the research is considered completed, and the document is ready for copying and binding.
4. The date on the approval page is the date the Dean signs, as opposed to the date on the title page, which is the month of the defense.

Dedication (optional)

If you make a dedication, keep it brief, and center it on the page. This page has no printed number.

Dedicated with love to my father.
Wolfgang Winckler

ADULT ENGLISH LEARNER SATISFACTION, MOTIVATION,
PERFORMANCE IN SPOKEN ENGLISH, AND RETENTION
IN THE SDA LANGUAGE INSTITUTES
IN SOUTH KOREA

A dissertation
presented in partial fulfillment
of the requirements for the degree
DOCTOR OF PHILOSOPHY
by
CHAE RO MI

APPROVAL BY THE COMMITTEE

SHAWNA VYHMEISTER, PhD
Research Advisor

DENISE DUNZWEILER, PhD
President

RONNY KOUNTUR, PhD, DMgt
Methodologist

SAMUEL GAIKWAD, PhD
Member

CHUNG, YOUNG SOO, DMin
External Examiner

Date

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Table of Contents

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

1. The table of contents begins with headings of pages that come **after** the table of contents in your manuscript. Earlier pages may have headings of the same level, but they are not included in the table of contents list.
2. While the page count begins with the title page, the actual printed numbers begin with the table of contents. All preliminary pages following the table of contents have lower case roman numerals at the bottom center of each page.
3. The table of contents must reflect **the first three levels of subheadings used**; it may (but does not need to) include the fourth level.
4. All entries must **reconcile accurately** (word-for-word, including punctuation) with the headings and page numbers in the text. For this reason, the table of contents should be the last thing checked before printing.
5. The subheads in the table of contents should contain *exactly* the same wording as in the text of the paper. Follow the capitalization rules in chapter 3 for headings.
6. Heading entries are aligned by levels, each level one tab stop (usually .3") indented further than the one before.
7. Dot leaders are placed between the heading and its corresponding page number. For aesthetics and neatness, there should at least be four character spaces (.3") between the last dot leader and the first digit of the page number. If you do not use automatic table of contents generation, define a tab stop with dot leaders so they are uniform (see computer tips chapter).
8. Run-over lines should be indented three spaces; text should not extend beyond the last three dot leaders.
9. Table of contents entries for chapter headings and other major section headings are uppercase, flush left, single-spaced if there are run-over lines, and separated from subheading entries by a blank line.
10. Subheading entries are title case and single-spaced.
11. Double space between appendix entries.

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List of Tables (if required)

1. When five or more tables appear in your text, include a list of tables.
2. The title begins 2" from the top of the page, as all other sections.
3. If both the list of tables and the list of figures can fit comfortably on one page, this is preferred.
4. The titles for lists of tables, figures, and abbreviations are bold with capital letters, like any chapter title, with a triple space after.
5. The wording of the titles of tables in the list should correspond *exactly* with that used in the tables as they appear in the text.
6. Each entry should be title case, single spaced, with double spacing between entries.
7. Table and figure numbers are included in the list of tables and figures. Note that the dot after the numbers must line up.

List of Figures (if required)

8. When five or more figures (or illustrations) are used in your text, a list of figures is required.
9. The wording in the list of illustrations should correspond *exactly* with the legend that appears beneath the illustrations in the text.
10. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list.
11. As for any other title in the table of contents, if the figure title is too long to fit on one line and allow for at least 4-5 dots of the dot leader, the run-over line should be indented 3 spaces.
12. As in the table of contents, there should be at least 4 characters (.3") of space between the end of the dot leaders and the page numbers, which should be flush with the right margin.

2



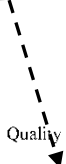
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Abbreviations (if required)

1. A paper that uses five or more abbreviations at least three times each—especially in footnotes as done in the Seminary—must have a list of abbreviations.
2. The title begins at 2” and the list is double spaced between items.
3. When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation.
4. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Do not add punctuation or anything additional.

Acknowledgements (optional)

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

5. The title, ACKNOWLEDGEMENTS, begins 2” from the top of the page.
6. Acknowledgements should include committee members and family/friends who have supported you during your research.

5

ACKNOWLEDGEMENTS

Many people have been a source of inspiration and support along the way. I would like to express my appreciation to Dr. Shawna Vyhmeister, my committee chair; Dr. Graeme Perry, my methodologist; Dr. Samuel Gaikwad, my member; and Dr. Sid Bourke, my external examiner. Their insights and intellectual stimulation, their passion for writing and research, their time and encouragement taught me what good mentoring is all about and improved the quality of my work. I also would like to thank Mrs. Elsie de la Cruz

who helped with her

My husband's friendship kept me motivated. My parents, Young-Soo and So-Young, value their sacrifice and support for the successful completion of this beautiful way than any other. I am grateful for so many ways. Special thanks go to my friends here on campus. The staff of the dining hall (the food) provided the support I needed.

Above all, my supervisor, Dr. Elsie de la Cruz, assuring me that I could do it, and her support beyond the doctoral level.

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LIST OF ABBREVIATIONS

ACER	Australian Council for Educational Research
BFI-10	Big Five Inventory (10 Items)
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CFS	Cognitive Flexibility Scale
EFA	Exploratory Factor Analysis
GCA	Graduate Careers Australia
NIS-O	Nonverbal Immediacy Scale-Observer Report
PhD	Doctor of Philosophy
PREQ	Postgraduate Research Experience Questionnaire
RMSEA	Root Mean Square Error of Approximation
SCS	Socio-Communicative Style Scale
SSQ	Supervisory Style Questionnaire
TQM	Total Quality Management

Text

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

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

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

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

Lists

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

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

Headings

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

1. Headings should be concise but descriptive. Generally, a section should have at least 2-3 paragraphs. There are exceptions, but there can never be three successive headings.
2. If a section is divided, it must have at least two subsections. *Only one subsection* under a heading level is *unacceptable*.
3. A chapter title begins at 2" from the top of the page, and should have a double space between chapter number and title, and a triple space between the title and the text.
4. Abbreviations are rarely used in titles and headings, and words may not be hyphenated at the end of a line. Headings generally have little or no punctuation.
5. The first two heading levels are written in *title case* (also called *headline style*), with the major words capitalized. The last three levels (3, 4, and 5) are in sentence style (the first word and proper nouns are capitalized), ending with a period. See examples on p. 71.
6. Headings cannot extend beyond one half the width of the line. A long heading must be broken into two lines, single spaced, with the first line usually longer than the second.
7. At least two lines of text must appear after the heading at the bottom of a page.

2''

CHAPTER 2

3

REVIEW OF RELATED LITERATURE

In this chapter a review of literature and studies is presented that explores relevant concepts and ideas from the respective constructs of the study and their potential relationships: doctoral research experience, doctoral research supervision, interpersonal communication, and personality. The chapter closes with a presentation of the conceptual framework of the study.

6

Doctoral Research Experience

In doctoral programs students are required to engage in independent research. Research/scholarly experience (amount and quality) has been mentioned most frequently

by faculty members (Burton, Kanyi, & ... research experience ... their prospective ... discontent and lo ... accountability in ... 2005). Hence, in ... reform enterprise ... research experience ... education.

Table 1

A Comparison Between Traditional and Constructivist Classrooms

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include parts.
Students are viewed as "blank slates" onto which information is etched by the teacher.	Students are viewed as thinkers with emerging theories about the world.
Learning is based on repetition.	Learning is interactive, building on what the students already know.
Teacher disseminates information to students; students are recipient of knowledge.	Teacher has a dialogue with students, helping students construct their own knowledge.
Students primarily work alone.	Students primarily work in groups.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experience.

Note: From *In Search of Understanding: The Case for Constructivist Classrooms* (p.17), by J. G Brooks & M. G Brooks, 1993. Alexandria, VA: Association for Supervision and Curriculum Development.

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see p. 83

Burgoon and Hoobler (2002) classified seven groups of nonverbal signals, so called codes for communication:

1. *Kinesics*: visual bodily movements, including gestures, facial expressions, trunk and limb movements, posture, gaze, and gait
2. *Vocalics or paralanguage*: use of vocal cues other than the words themselves, including such features as pitch, loudness, tempo, pauses, and inflection
3. *Physical appearance*: manipulable features such as clothing, hairstyle, cosmetics, fragrances, and adornments; excludes non-manipulable features such as physiognomy and height.

Sample Headings

Below are samples and explanations for how to create each level of subheading in an SAU research paper.

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

Heading Spacing

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

Two Double Spaces (Three Blank Lines)

Before and after tables

Triple Space (Two Blank Lines)

1. Before major (level 1 and 2) headings that are preceded by text.
2. After chapter titles

Double Space (One Blank Line)

3. Between lines of a two-line title on the title page (including chapter titles)
4. Between major headings and text or consecutive headings with no intervening text
5. Between body text and subheads that end with a period.
6. Between table number and table title

No Blank Line (Single Space)

7. Between lines of a title (chapter title, table title, or subhead) when it is more than two lines in length
8. Between table title and table

Double Space

History and Trends of Doctoral Education

Doctoral education has undergone immense changes since its origin. The following sections will give an overview of the development, critical issues and trends involved.

Furthermore, it will become apparent that doctoral education is not a unified phenomenon, but differs in conventions and curriculum between countries and fields of study.

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

Doctoral education history

thesis, successful attendance at examination eventually became an attractive overseas graduate student. In the 1860s onwards the United States American university to grant the

Doctoral education crisis

doctoral education has become a crisis until the present day. Such disciplines, personnel, concerns about how quality of doctoral education a

Single Space

Triple Space

Examples of Young Women Serving as Deaconesses in the Early Church

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

The Existence of Deaconesses

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

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

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

¹ For further information on the history of female deacons, see "The History of Women Deacons," at <http://www.womenpriests.org/traditio/deaconess/ovr.htm>. See also John Wijngaards, *No Women in Holy Orders? The Ancient Women Deacons* (Norwich, UK: Canterbury Press, 2002). While Wijngaards interprets the evidence as including women deacons in the clergy, Aimé Georges Martimort, whose careful analysis, *Deaconesses: An Historical Study* (San Francisco: Ignatius, 1986), is considered a classic on the topic, questions whether they were considered clergy. See also Phillip Schaff, *History of the Christian Church*, vol. 3, *Nicene and Post-Nicene Christianity, A.D. 311-600*, section 52, "The Lower Clergy," http://www.ccel.org/s/schaff/hcc3/htm/iii_viii.v.htm#fnf5 (9 April 2009).

² Pliny *Letters* 10.96.

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

Footnotes

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

1. Footnotes may be 10-12-point font, but must be consistent throughout the entire document. Footnotes are single spaced, with a blank line between them.
2. Footnotes are indented the same as a paragraph or a block quotation—usually .5”.
3. Footnotes are numbered consecutively from the beginning to the end of the chapter. A new chapter begins again with footnote number 1.
4. A footnote must begin on the page it is cited. It should begin and end on the same page whenever possible. If there is not room for it on one page, transfer a line or two of text to the next page so that the footnote falls on a page with more space. A very long footnote may appropriately break over more than one page.
5. The computer will put a separator line before a footnote. The length of this line is not important, but it is usually about 20 spaces.
6. The separator line may or may not have a blank line after it before the first footnote, depending on the computer software and settings used. Both ways are acceptable (with or without a blank line before the first note), but the document must be consistent from beginning to end.
7. When a footnote is continued from one page to the next, the computer may make this separator line the full length of the line. This is perfectly acceptable, as it indicates a continued footnote, provided the footnote **should** continue on the new page.

Table 3.—Continued

Hebrew Text		Working Translation
לאִי־אֵבֶה יְהוָה סִלַּח לוֹ־	19a	Then the LORD will not be willing to forgive him
כִּי אִזְ יֵעָשֶׂן אֶפְרִי־הַיְהוָה וְקָנְאֵתוּ־ בְּאִישׁ הַהוּא	19b	For at that time the nose of the LORD will smoke and His zeal against this man
וְרַבְצָה בּוֹ כָּל־הָאֲלֵהּ	19c	And will lie down against him every curse
הַכְּתוּבָה בְּסֵפֶר הַזֶּה	19d	that is written in this book
וּמָחָה יְהוָה אֶת־שְׁמוֹ מִתַּחַת הַשָּׁמַיִם:	19e	And the LORD will wipe out his name from underneath the heavens.
וְהִבְדִּילוּ יְהוָה לְרַעָה מִכָּל שִׁבְטֵי יִשְׂרָאֵל	20 ^a	Then the LORD will separate the evil from all the tribes of Israel
כְּכָל אֲלוֹת הַבְּרִית הַכְּתוּבָה בְּסֵפֶר הַתּוֹרָה הַזֶּה:	20b	according to all the curses of the covenant that are written in this book of the law.
Total of clauses in the section:	37	

5

Syntax and Syntagmatics of Deut 29:9-20

This subsection has its conclusion in verse 20 but there is a unity with 29:21-28 since the Hebrew text has only a *ziah* at the end of 29:20¹ and verses 21-28 expands the

¹ This indentation called *Ziah* is seen in the BHS after Deut 29:20, see Elliger, K. and W. Rudolph, Eds. *Biblia Hebraica Stuttgartensia*. 5th ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997), 340. However the *Ziah* is absent in Carmel McCarthy, *Biblia Hebraica Quinta, Fascicle 5: Deuteronomy* (Stuttgart: Deutsche Bibelgesellschaft, 2007), 85. The Aleppo Codex does not show any kind of indentation or special space after Deut 29:20. See “The Aleppo Codex Online,” <http://www.aleppocodex.org/newsite/index.html>, accessed on May 10, 2010. The von Gall edition of the Samaritan Pentateuch shows a paragraph transition after Deut 29:20. See von Gall, 424. The critical text of the

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Finally, verse 20 provides two clauses, 20a with a weqatal and 20b with a participle. The discourse unfolds based on the account of God’s acts in past events (perfect verbs) in

shows a paragraph transition after Deut 29:20. See von Gall, 424. The critical text of the LXX does not show paragraph transition after Deut 29:21. See Wevers, *Deuteronomium*, 323.

² There are thirteen participles in the whole chapter; their analysis may provide important hints into the understanding of the passage.

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2

Tables

Tables are efficient in presenting a large amount of data in a small space, where exact numerical values are shown and data are displayed in columns and rows, which aids comparison.

- 1. Titles.** Table titles are placed **above** the table. Tables are numbered consecutively in the order they are mentioned in the text (e.g., Table 3). **Do not use suffix letters** to number tables. In the appendix, tables are numbered using the capital letter of the appendix (e.g., Table C1). The table number is followed by a double space, then the table title, then a single space before the table. **Table titles** are italicized, flush left, single-spaced, 12 pts, title case. The table title is not restricted to half the length of the line.
- 2. Lines.** Use horizontal lines to separate table title from the headings, the headings from the body of the table, and the body from the table notes; generally, all other horizontal lines are removed unless they are necessary for readability. **Do not use vertical rules** in tables. Space above and below horizontal lines should be uniform across all tables.
- 3. Spacing.** Tables may be single or double-spaced, based on readability and good taste. Vertical spacing can be adjusted by using format/paragraph/spacing before and after, and adding 2 or 3 points above and below each paragraph. Be consistent throughout the paper.
- 4. Alignment.** Table content may be centered or flush left or right, depending on readability and good taste. Decimal points in a column must be aligned. Run-over lines in word entries may be indented by two spaces. There should be at least three character spaces between the longest word in a column and the next column. A table should fill the width of the page. If data are limited, extend the table lines and keep data to the left.
- 5. Capitalization.** Column headings and text entries/table items are sentence-case.
- 6. Font.** The same typeface and font size used for the main body text should also be used for tables. However, for tables with a large amount of data, a smaller font size may be used (never less than 10 points). In this case, the same font size should be consistently used for all tables. **Note:** Font size for table titles should remain at 12 pts.
- 7. Placement of Tables.** Place table(s) either at the top or at the bottom of a page, near (but not before) the paragraph where first referred to and discussed. If only two or three lines of text fit on a page with a table/between tables, move the text to another page. Do not split a table across two pages unless it is larger than one page. Tables on a page with text or another table must be preceded/followed by two double spaces.
- 8. Landscape Tables.** Large tables or figures may be placed in landscape orientation. The table number and title should be closest to the 1.50" left margin (the binding side). The page number remains oriented in the same way as all other page numbers on pages with portrait (vertical) orientation.
- 9. Continued Tables.** A table may be continued over two or more pages. However, a table that is continued must start at the very top of the page. On the second page, Table X (*continued*) appears as well as the title for the continued table and the table headings, and (*table continues*) appears at the bottom of the first page of the table.
- 10. Notes.** Table notes begin with the word *Note* below the table, after a blank line. A smaller font size (as small as 9 pts.) may be used, but be consistent. Arrange the notes in the following order: general note (refers to the whole table), specific note (refers to part of the table), probability note. Tables reproduced from another source must be properly referenced in the note, giving credit to the source (see example on p. 77).
- 11. Introducing Tables.** Tables must be introduced by number before they appear in the text.
- 12. Discussing Tables.** Use the text to highlight important aspects of a table, or discuss possible implications. Do not simply repeat the table information in the text. Table discussion should happen in plain English, not statistical jargon, and should highlight the meaning and the implications of the findings, not merely the numeric results.

1

5

Table 9 (continued)
Demographic Profile of the Doctoral Student Sample (N = 359)

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

4

9

(table continues)

increase access for the school are envisioned four times per year.

Students wishing to continue to college must take a national college entrance exam.

Teacher absenteeism is common. Education spending is low (less than countries (Rejo, 2008).

36% of 28 countries in math scores ("Regaining," n.d.)

Lack of political support for real reform.

Only 30% of grade 5 students (national competence in math, science, and English) ("Regaining," n.d.)

IB teachers did not report in the field they teach (SIP), in math, 4% in physics) (SSE/AMIEU January, 2005)

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Table 2
Selected Educational Indicators Compared by GNI

Country (GNI level)	Goals/objectives	Plans/initiatives
Rwanda (Low)	The global goal of the Government of Rwanda is to reduce poverty. In turn to improve the well-being of its population. Within this context, the aim of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Rwanda through the education system (Republic of Rwanda, 2005).	Many planning documents, focusing on increasing the quality and relevance of education, reducing discrimination, improving access, education for peace and democracy, and health and literacy (Republic of Rwanda, 2005, 2004).
Philippines (Lower middle)	To provide quality, basic education that is equitably accessible to all and lay the foundation for lifelong learning and service for the common good. This mission statement is preceded by a vision statement including excellence in public service, love of country, responsiveness, erudition, empowerment, and learning, and reaching the best advantage. (Republic of the Philippines, 2008b).	Curriculum reforms have increased teaching time in areas like math and language (SSE/AMIEU January, 2005). Plans to add a "bridge" program between elementary and secondary, effectively lengthening elementary, slow down grade inflation, and implement the new basic curriculum ("Regaining," n.d.)

12

Figures

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

1. **Titles.** Figures in the main body are numbered (use arabic numerals) consecutively in the order in which they are first mentioned in text. The number and caption or figure title are written **below** the figure in italics, and flushed left, ending with a period (e.g., *Figure 3.*); the caption is written right after the figure number, not italicized, sentence case, and ending with a period.
2. **Placement of Figures.** On a page, place figure(s) either at the top or at the bottom, near (but not before) the paragraph where first referred to and discussed. Do not place only a few lines of text on a page with a figure; if only a small amount of text fits, leave the figure alone on its own page. Two double spaces are used before and after all figures within the text.
3. **Discussion.** As with tables, the text should expand, explore, and highlight the most interesting parts of the figure. It should not merely repeat the information included in the figure. The figure must be mentioned by name in the text before it appears on the page.
4. **Notes.** Notes for figures follow the same style as table notes (see above). Figures reproduced from another source must be properly referenced in the note, giving credit to the source.
5. **Readability.** All diagrams, drawings, and figures must be clear, sharp, and large enough to be readable. A figure may be reduced (but still readable) to accommodate the caption.
6. **Landscape Orientation.** The page number for landscape tables/figures should be in the same position as other pages in the text (portrait orientation). For tips on how to do this (and other formatting) on the computer, see Chapter 9.

2

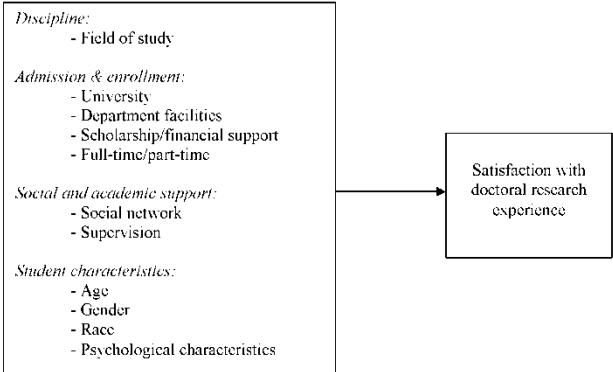


Figure 2. Framework of variables relating to satisfaction with doctoral experience.

can be a challenge leading to disorientation (Acker, 2001). Furthermore, the research

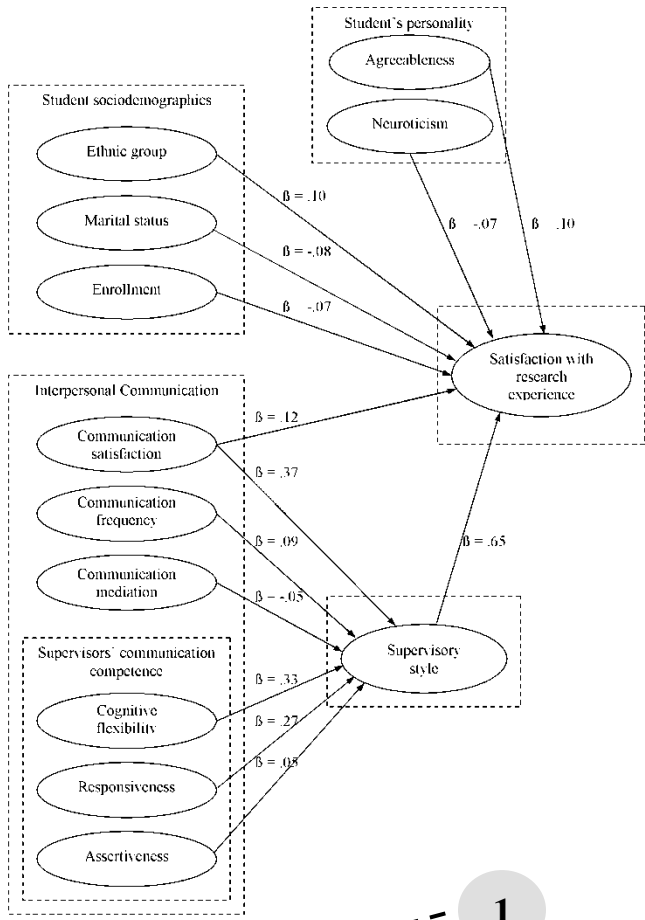


Figure 11. New predictive model.

1

Appendixes

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

1. **Appendix Titles.** The appendixes follow the text and are numbered with arabic letters (A, B, C). Appendix titles are bold, and 2” from the top of the page, like other chapter title pages. Each appendix is listed separately by letter in the table of contents. Examples:

APPENDIX A

APPENDIX B

APPENDIX C

CORRESPONDENCE

QUESTIONNAIRES

RAW DATA

2. **Reference to Appendix Material.** Like tables and figures, EVERY appendix MUST be mentioned at least once in the text, to draw the reader’s attention to its existence. It is also good to indicate the purpose of making the material available (e.g., for a more complete discussion of this anomaly, see Appendix G).
3. **Appendix Organization.** Grouping like materials into one appendix is recommended unless there are very few items. There is no required order, but materials are usually organized in the order in which they are mentioned in text.
4. **Cover Sheets.** Cover sheets are usually used to identify and/or group appendix materials. The appendix title and number/letter appear EITHER on the cover sheet before each appendix, OR at the top of the first page of the appendix (not both places). Cover sheets are counted, but page numbers do NOT appear on them.
5. **Do I Need Cover Sheets?** Cover sheets are necessary if you have an instrument, letter, or other document which doesn’t have room for the appendix title at the top of it. If NONE of your appendixes require cover sheets, you may put the appendix labels at the top of the first page of every appendix. If ONE of them needs a cover sheet, however, they all should have a cover sheet, for uniformity.
6. **Page Numbering.** If page numbers already appear on the appendix material, place your new page numbers in the bottom right-hand corner in square brackets.
7. **Spacing/Format.** Appendixes are ideally double-spaced and with the same margins as the rest of the research document, however, this is not always possible. Flexibility in format is required in this section, since the documents are frequently not able to be reformatted. It is important, however, to be sure that text will still be visible after the binding/trimming process.
8. **Questionnaire Considerations.** Many research studies require student-prepared questionnaires. If your paper requires such an instrument, it must appear in the appendix *as it was presented* to the respondents. A description of the instrument, as well as a few sample questions or parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:
 - a. Each item must be in the same tense, and in parallel grammatical construction.
 - b. Spelling, grammar, and punctuation must be corrected before the instrument is used.
 - c. Rules governing margins, spacing, etc., of the dissertation proper should be followed whenever possible in the preparation of the questionnaire.
 - d. If a prepared instrument is used which does not meet the margin/spacing rules, it can be included. If need be, it can be photocopied and reduced in size so that it fits the necessary margins for binding.

1

APPENDIX B
DATA COLLECTION

Table B1

Sampling

Country	Universities contacted	Number of universities agreed to participate
Australia	1. Australian Catholic University 2. Australian National University 3. Central Queensland University 4. Charles Darwin University 5. Charles Sturt University 6. Curtin University of Technology 7. Deakin University 8. Edith Cowan University 9. Flinders University	12*

5

Dear Professor ...

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

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

In order to learn more about what however, I need to collect data from. My intention is to use an online survey in countries such as The United Kingdom, South Africa, Hong Kong, Singapore.

I am seeking your counsel and assistance if you are willing to participate by conducting a survey (during the dissertation writing phase) in your university or in another who might be interested in your research?

If so, this assistance might take the form of:

- 1) forwarding an announcement to encourage participation in the study by doctoral students in your university
- 2) announcing or promoting the study in your university
- 3) some other way you might be able to contact with this or other researchers.

Your kind support of this study is appreciated.

Sincerely,

Nicola Wieland

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APPENDIX A
CORRESPONDENCE

Reference List/Bibliography

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

1. APA style uses a reference list. Turabian uses a bibliography. Follow exactly the rules for the style in which your paper is written.
2. In either case, the heading begins 2" below the top of the page.
3. Single space the reference list/bibliography. Double space between entries.
4. Reference lists and footnotes have a lot of detailed format rules contained in the style manual. The introductory style chapters in this book are *not* intended to replace the APA manual or the Turabian manual. Consult the style manual or check online if you have questions about how to format a reference. Check with your professor(s) if you do not find the answer.
5. Consistency is raised to an art form in the reference list. Check things, then check them again. Check one by one to be sure all authors cited in text **are actually in your reference list**. APA style users, check that all authors in the reference list are actually cited in text (Turabian allows for materials in the bibliography that were read but not cited).
6. Web sources can be difficult to cite properly, are often missing information, and the rules keep shifting in order to keep up with the changes in technology. For internet sources it is important to find up-to-date tools to help you cite them properly. Fortunately, the internet is also a good source of information on how to format web references. Be sure to consult it. Check your online sources near the end of your research, to be sure the URLs actually work. Update/change sources as needed.
7. Break a URL before punctuation. Do not insert a period at the end of a URL, or add a hyphen if you break it over two lines—these could make retrieval impossible. URLs in a reference list should be in black font and *not* underlined.
8. In general, in APA style, URLs no longer require a retrieval date for published material. Check with your research style guide or with one of your professors if you have a question about this.

2

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7

Curriculum Vita

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

Blank pages

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

GRACEL ANN REYNO SALANGSANG

Curriculum Vitae

Personal Information

Date of Birth: August 25, 1981
Place of Birth: General Santos City, Philippines
Age: 28 years old
Civil Status: Engaged
Citizenship: Filipino
Religion: Seventh-day Adventist
Mother's Name: Grace Alojado Reyno
Father's Name: Angel Yuson Salangsang
Sisters' Names: Angel Ace and Shira Dale
Brothers' Names: Lavon Neff and Charmeen Angelo

Educational Background

2006-2009 PhD Education, Emphasis in Curriculum and Instruction (Candidate)
Adventist International Institute of Advanced Studies, Philippines

2003-2005 MA Education major in English Education, *Magna Cum Laude*
Adventist University of the Philippines, Cavite, Philippines

Thesis Title: A Thematic Analysis of William Shakespeare's Romeo and Juliet: Its Spiritual and Moral Implications to the Values Development of Teenage Learners

1998-2002 BS Education major in English, *Magna Cum Laude*
Notre Dame of Dadiangas University, General Santos City, Philippines
(PAASCU Level IV Accredited; Autonomous University)

Work Experience

Current English Teacher, Adventist University of the Philippines
Assignment (Effective November 2009)

2007-2008 Student Services Assistant, AIIAS Division of Online Learning

2006-2008 Part-time English Teacher, Olivarez College-Tagaytay

Membership in Professional Organizations

Philippine Language Society, Manila, Philippines
Reading Association of the Philippines, Manila, Philippines

Chapter 7

Computer Formatting Tips

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

General Instructions

Consistency

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

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

1. Try to take note of the basic pattern to follow while you are writing the document, and follow it as well as you can. Write down the pattern so you can refer to it if you forget.
2. Once a major section of your document is completed, go over it to check for consistency. This involves scanning the electronic document for **one specific concern** at a time. Look through it to check heading levels and spacing. Look for margins and page numbering. Check that all indents are the same, and that all numbered lists match. Work with Table titles, spacing, and contents.

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

Spacing vs. Tabs

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

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using Word, go to *file>page setup*. With the paper in portrait mode, set the margins at 1.5" for the left and 1" for the other three. Under *layout*, set the footer at .8 inches. The page numbering can be set to bottom center.

Printers

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

Large Documents

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

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

Quick Formatting

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

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

Changing Page Layout in the Middle of a Document: Section Breaks

Most have struggled with trying to insert a single landscape page into a Word Document, or moving/removing the page number without destroying all the formatting that is already set. The reason is that Word has the underlying philosophy that if you want something changed on page 45, you really meant to change it all the way back on page 1. Fortunately, there are solutions for this. The first is to insert a section break anytime you wish to do something different with the formatting. Use *insert>break>section break types>next page* on the page just before the page you want to format, and on the last page of the section, before it shifts back.

Second, if the change has to do with headers or footers (read, page numbering—style, position, etc.), you need to go to the footer and “disconnect” it from other footers, so it will not affect all the other headers back toward the beginning of the document, or forward to the end. Double click on the page number to enter the footer editing space. Click the button “Link to previous,” and you will see that on your footer, it no longer says “Same as Previous.” Go to the

footer for the next section, and also “disconnect” it from the section you wish to modify. Once this is done, any changes made to the numbering in this section will not affect the other sections.

Tips for Specific Problem Areas

Footnotes

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

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

Page Numbering

Be sure to change the default page number to the same font type you are using for the text. If you need to restart page numbering, leave a page without a number, or paginate a landscape page, insert a section break and make sure that footer is not connected to the others before you continue. If you have a landscape page and need to put page numbers on it, if it will not format automatically, insert a text box with the number in the appropriate position.

Section Breaks

If you need to change from letter to landscape, roman to Arabic numerals, or any other major format change, be sure to insert a section break on the page before the change. This will allow you to have several different format styles together in the same document.

Table of Contents

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

Manual Method

Type the entries you wish to include in the table of contents, and set a tab with dot leaders to create the line of dots. Set the tab by using *format >tabs*. Clear the other tab stops and set one at 5.6” with alignment *left* and *leader2* (the one with dots). Add a second tab at 6.0” with alignment *right* and *no dot leader* to make the blank space before the number. At the end of each table of contents entry, insert a tab, which should create the dot leader. Insert a second tab, which should make the space and right align the page numbers. Additional tab stops should be added at .3” and .6” (left, no dot leader) for indenting the second and third level headings (see below).

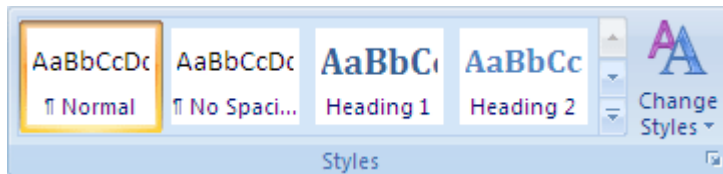
Sample Heading 1	13
Second Level	65
Third level.....	134

Automatic Method (Word 2007)

The easiest way to create a table of contents is to use the built-in heading styles (preset formatting applied to headings). Microsoft Word has different built-in styles already created. Built-in heading styles in Word will not match the exact heading styles that SAU requires, however. To solve this problem, you will need to modify them. Once set, however, you may use the styles for your entire paper, so it is worth the 5 minutes to set them up (see instructions below).

To mark entries by using built-in heading styles, use the following procedures.

1. Select the heading in your text to which you want to apply a heading style.
2. On the **Home** tab, in the **Styles** group, click the style that you want.



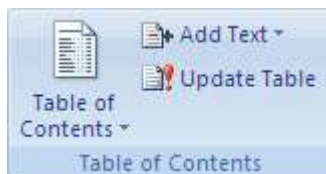
For example, if you selected a heading in your text that you want to style as a main heading, click the style called **Heading 1** in the Quick Style gallery.

You can also create a table of contents based on the custom styles that you have created. To do this, select a heading or a text from your document. Go to **Home**, open the **Styles** group, and select **Save Selection as a New Quick Style**.

To format the built-in heading style by selecting a specific built-in heading style (for example, **Heading 1**), *left click*, and go to **Modify**. From there, you can format the heading based on the SAU heading styles.

Creating a table of contents using styles. After you mark the entries for your table of contents, you are ready to build it.

1. Mark all entries for table of contents
2. Click where you want to insert the table of contents, usually at the beginning of a document.
3. On the **References** tab, in the **Table of Contents** group, click **Table of Contents**, and then click the table of contents style that you want.

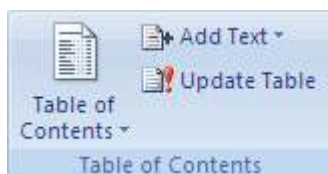


Note. If you want to specify more options—for example, how many heading levels to show—click **Insert Table of Contents** to open the **Table of Contents** dialog box. Of the formats

available, *Formal* works well. After choosing the number of levels, you can modify the TOC1, TOC2, etc., to appear the way you want it by following the formatting suggestions below.

Format the table of contents. If you already have a table of contents in your document, or if you created it without achieving all the formatting you desired, you can change the options. To do this, you need to insert a new table of contents by using the **Table of Contents** dialog box.

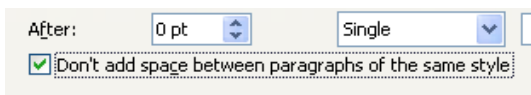
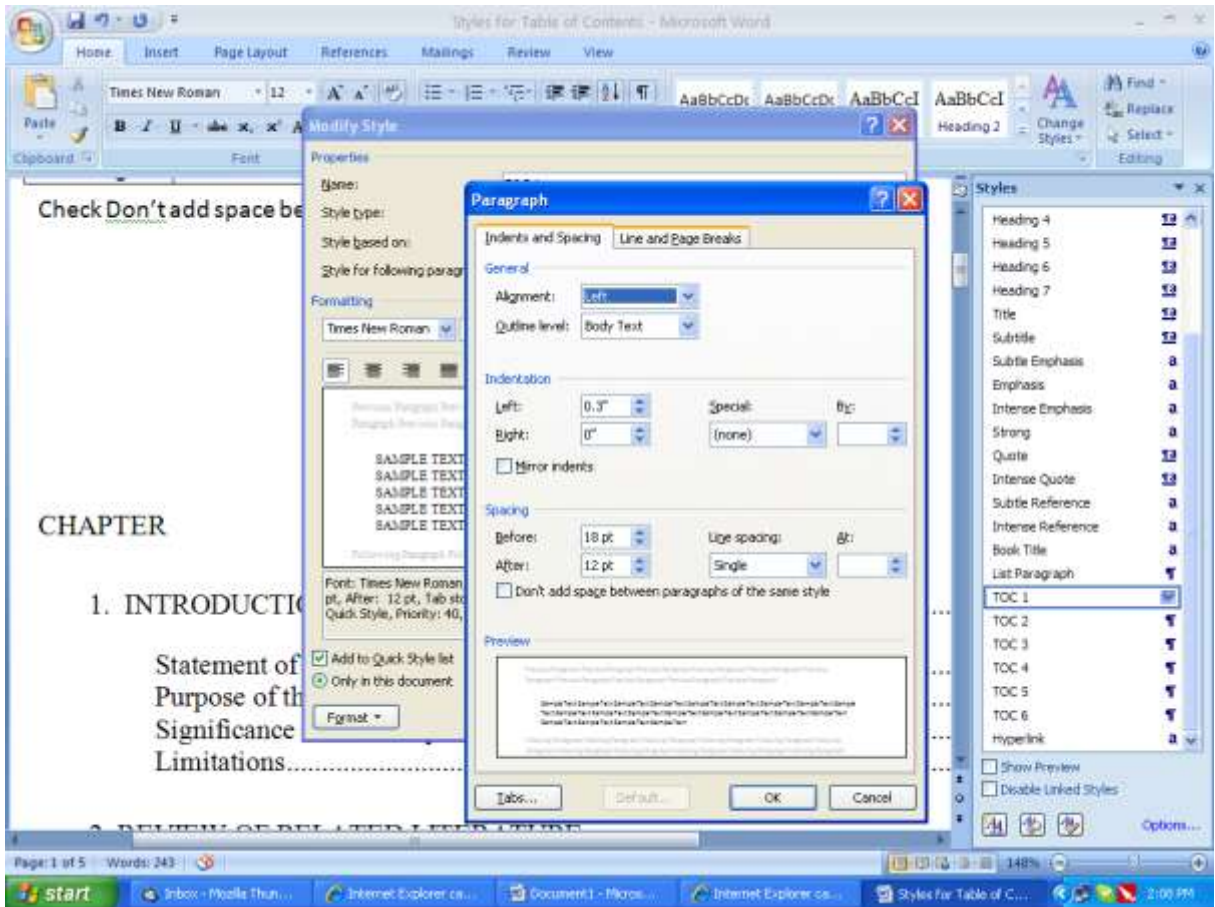
1. Select the existing table of contents.
2. On the **References** tab, in the **Table of Contents** group, click **Table of Contents**, and then click **Insert Table of Contents**.



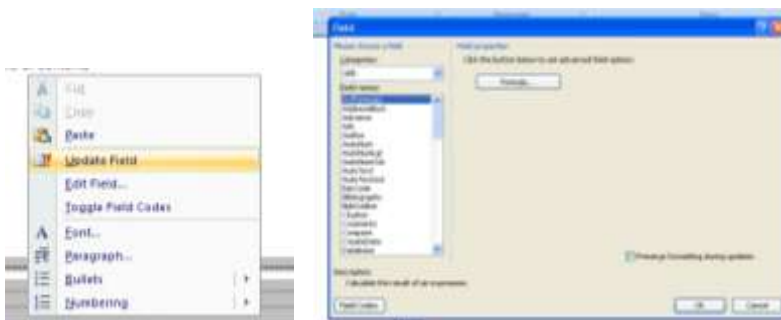
3. In the **Table of Contents** dialog box, do any of the following:
 - To change how many heading levels are displayed in the table of contents, enter the number that you want in the box next to **Show levels**, under **General**.
 - To change the overall look of your table of contents, click a different format in the **Formats** list. You can see what your choice looks like in the **Print Preview** and **Web Preview** areas.
 - To change the way heading levels are displayed in the table of contents, click **Modify**. In the **Style** dialog box, click the level that you want to change, and then click **Modify**. In the **Modify Style** dialog box, you can change the font, the size, and the amount of indentation.
 - The automatic table of contents does not yield a dotted line with a small space before the numbers, as illustrated above in the manual method. As long as the numbers are properly right justified, this space is not required. If you use automatic table of contents generation, you do not need a space between the dot leader and the page numbers.

Modifying the styles for various levels of headings: To modify the built in styles of headings for the Table of Contents: Go to styles and modify. The major changes will about the left indentation. The table below this picture gives details about left indentation for different styles of headings. For an idea of what the screen looks like for working with table of contents headings, see the following page.

	Style	Spacing	Before	After	Left Indent
Heading 1	TOC 1	Single	18	12	0.3
Heading 2	TOC 2	Single	0	0	0.7
Heading 3	TOC 3	Single	0	0	0.9
Heading 4	TOC 4	Single	0	0	1.1



Updating the Table of Contents: After inserting the Table of contents, the page numbers or the entire table can be updated automatically if you make changes to your headings or if page numbers shift. To update the entire table without changing the format settings, right click anywhere on the Table of Contents and choose Edit Field. Check the box for preserving formatting during updates.



APPENDIXES

Appendix A

Sample Turabian MA Project Proposal

The following document is an actual proposal and is reproduced in the form in which it was approved. The dates on which Internet materials were accessed is given in correct Turabian style in the text and the bibliography, of which only two pages have been retained for this example. The title page has been omitted, but the title of the project is the following:

Training Adventist Chaplains in Adventist Hospitals in the United States to Minister to Muslim Patients and Create Muslim-Friendly Hospitals

Background

There are approximately six to eight million Muslims in the United States today, and this figure is increasing steadily.⁵ As the population of American Muslims grows, Seventh-day Adventists more frequently encounter Muslims in all areas of life. As followers of Jesus Christ, Adventists are called to love, respect, and minister His compassion to all peoples, including Muslims. Yet without understanding the unique religious beliefs and cultural practices of Muslims, Adventists struggle with fear, prejudices, and ignorance that lead to misunderstandings and hinder ministry to Muslims.

Although some Adventists may never meet a Muslim, some Adventists come into contact with Muslims daily. Among these are the health care providers and chaplains who frequently encounter Muslim patients in Adventist hospitals. In these environments, an understanding of and appreciation for the beliefs and practices of Muslim patients can make the critical difference between providing ineffective care and optimal care. As Adventist health care institutions affirm, this ideal standard requires care for the whole person—the physical, mental, emotional, social, and

1. M. M. Ali, "Muslims in America: The Nation's Fastest Growing Religion," *The Washington Report on Middle East Affairs* (May-June 1996), 13.

spiritual aspects.⁶

In order to provide optimal care to Muslim patients, the entire staff of a hospital needs training so that they can understand the beliefs and practices of Muslims and provide culturally appropriate and holistic care. However, given that there are over 68 Adventist hospitals in the United States,⁷ jointly employing thousands of staff members, a strategy must be developed that will provide maximal educational potential for each hospital with minimal effort and expense. Such a strategy should require at most one key person at each Adventist hospital, who could be given in-depth training on relating to Muslim patients and then equipped to educate other hospital personnel.

Which member of the hospital staff is best qualified for this purpose? Who is already focused on understanding and ministering to the physical and spiritual needs of patients from various walks of life? This key role is played by the hospital chaplain. Hospital chaplains provide generic spiritual care to people from all backgrounds. They have received specialized training on working in healthcare settings. Finally, hospital chaplains are generally well sensitized to providing whole person care, given that their work requires them to interact with patients and families with various needs.⁸

Yet one final obstacle bars the way from Adventist hospitals being at the forefront of Muslim ministry in the United States. One barrier prevents every American Muslim from saying

2. The General Conference of Seventh-day Adventists Executive Committee's "Operating Principles for Health-Care Institutions" states: "Christ ministered to the whole person. Following His example, the mission of the Seventh-day Adventist Church includes a ministry of healing to the whole person—body, mind, and spirit. . . . Seventh-day Adventist health-care institutions give high priority to personal dignity and human relationships. This includes appropriate diagnosis and treatment by competent personnel; a safe, caring environment conducive to the healing of mind, body, and spirit; and education in healthful habits of living. It also includes supportive care of the patient and family through the dying process." (Official statement released at the Annual Council session in Nairobi, Kenya, October 1988," http://www.adventist.org/beliefs/statements/main_stat31.html (accessed 27 November 2008).

7. The Adventist Directory lists 74 Adventist hospitals in the North American division; however, this figure needs to be updated, as it does not reflect the current situation (*Adventist Organizational Directory*, 2008, <http://www.adventistdirectory.org> (accessed 28 November 2008)).

8. Adventist Chaplaincy Ministries, "Frequently Asked Questions," n.d., <http://www.adventistchaplains.org/fac-s> (accessed 11/30 November 20/08).

when sick, “Take me to a Seventh-day Adventist hospital.” The difficulty is this: no training program exists to equip Adventist hospital chaplains to play this lead role in Adventist-Muslim relations.

Statement of Problem

Hospital personnel (including health care professionals, ancillary staff, and chaplains) in Adventist hospitals in the United States are impeded from giving holistic care to Muslim patients and their families by a lack of training on and appreciation for the religious beliefs and cultural practices of Muslims.

Purpose of Research

The purpose of this study is to produce a reproducible training program for Adventist hospital chaplains in the United States that enables them to understand and minister to Muslim patients, as well as educate hospital personnel and advocate for the creation of Muslim-friendly Adventist hospitals.

Justification

1. There is no in-depth training on ministering to Muslim patients and families currently available to Adventist chaplains in Adventist hospitals.
2. Training one key influencer—the hospital chaplain—can impact the entire hospital system.
3. This high-impact training program can be developed and implemented with a minimal amount of effort and expense.
4. Such a program will provide practical opportunities for bridge building between Adventists and the six to eight million Muslims in the United States.
5. Adventist medical institutions could have the distinction of being the most “Muslim-friendly” hospitals in America.
6. This training program is potentially replicable in Adventist hospitals outside of the United States. Because the Adventist health care system has over 160 hospitals and approximately 500

smaller health care entities around the world,⁹ this program could make a global impact on Adventist-Muslim relations.

7. Such a program will help make Seventh-day Adventists the leaders in the Christian world in building connections with Muslims on issues of faith and health.

Definition of Terms

A “chaplain” is a member of the clergy, or sometimes a layperson, appointed to perform religious functions in the armed forces or at a public institution such as a hospital, prison, or college.¹⁰ Throughout this paper, I will use the term “chaplain” to denote a Seventh-day Adventist chaplain, unless specified otherwise.

“Hospital personnel” refers to all the employees in a hospital. The term includes clinical and therapy staff members such as physicians, nurses, and physical therapists; as well as ancillary staff such as clerks, housekeepers, cooks, and chaplains.

“Muslim-friendly hospitals” is the term given to hospitals that have adopted policies that enhance the culturally competent care received by Muslim patients and meet the religious needs and customs of Muslims. In short, these are hospitals that make Muslims feel welcome.

Although the term “holistic care” is frequently associated with alternative, complementary, or allopathic medicine; I will use the term to describe an approach to health and well-being that addresses the whole person. This philosophy sees all aspects of the person as interconnected and advocates for health care that “considers the physical, emotional, social, economic, and spiritual needs of the person.”¹¹ Throughout this paper, I will use the terms “holistic health,” “holistic health care,” and “whole person care” interchangeably when referring to this approach.

9. Adventist Health, “About Us: Our Heritage of Healing,” Adventist Health website, n.d., <http://www.adventisthealth.org/aboutus/goDocDocument.asp?CN=77&DID=453> (accessed 11/27 November 2008/80).

10. *Webster’s Revised Unabridged Dictionary*. Dictionary.com, s.v. “chaplain,” <http://dictionary.reference.com/browse/chaplain> (accessed 28 November 2008).

11. Kenneth Anderson, Lois E. Anderson, and Walter D. Glanze, *Mosby’s Medical, Nursing, and Allied Health Dictionary: Illustrated in Full Color* (St. Louis: Mosby, 1994), s.v. “holistic health care.”

Delimitations

1. I am limiting my research to Adventist-Muslim relations issues relevant to the context of the United States. Further research will need to be done to adapt and implement this training program in hospitals outside North America.
2. It is beyond the scope of this training program to educate every health care professional and ancillary staff member in every Adventist hospital in America on relating to Muslims. Instead, this training focuses on a select set of key influencers in Adventist hospitals—the chaplains.
3. This study is not intended to produce an in-depth analysis of Islamic medical ethics and health practices but rather provide a practical overview to the general issues.
4. This training program is addressed to Seventh-day Adventist chaplains working in Seventh-day Adventist hospitals. Therefore, it does not specifically address the issue of Adventist chaplains working in other contexts (such as prisons, the military, or universities) nor chaplains of other faiths working in Adventist hospitals.

Procedure

The process of this study will involve a review of available literature on ministry principles used in Adventist-Muslim relations, holistic health care, hospital chaplaincy, and Islamic medical ethics and health practices. I will also research what Muslim-sensitization training, both SDA and other, is already available to hospital chaplains, as well as identify hospitals that have adopted Muslim-friendly policies.

During this early stage I will build contacts within the North American Division's Adventist Chaplaincy Ministries, with whom I intend to work closely. I hope also to identify and build a relationship with a Muslim chaplain who will be able to offer insights and review my training materials for Islamic accuracy and appropriateness.

Once the research is complete, I will create a timeline for the preparation, piloting, and implementation of the training program. The next step is to prepare training materials on the topics to be covered in training:

1. Reasons why Adventist chaplains are called to provide appropriate care to Muslim patients and their families
2. The spiritual principles underlying Adventist-Muslim relations
3. Basic Muslim beliefs and practices
4. Specific health beliefs and practices
5. Cultural practices and taboos
6. Practical ways to implement understanding into everyday ministry
7. Muslim-friendly hospitals and ways to advocate for their creation
8. Resources for further information

Part of the materials preparation process requires obtaining any already available resources (handouts, pictures, videos, case studies, modest hospital gowns, samples of materials translated into Arabic or other languages, etc.) that I can use to convey each topic in an interesting and memorable way. In addition, this stage involves designing pre- and post-training assessment materials to track changes in chaplains' knowledge, attitudes, and practices related to ministering to Muslims. Finally, when the materials are fully developed, I will submit them for review by my advisor and a Muslim chaplain.

I intend to run a small pilot training program before implementing the program on a wide scale. This will involve recruiting a set of chaplains and/or a hospital willing to test this training program, conducting the pilot program, soliciting feedback from the trainees, and making any necessary changes to the training program.

The finished training program is now ready to be implemented. It will be made available to all Adventist chaplains at all Adventist hospitals in the United States through the North American Division's Adventist Chaplaincy Ministries. I will continue to use pre- and post-training assessments and participant feedback to evaluate the training program and make recommendations for improvement and expansion.

Tentative outline

Chapter

1. INTRODUCTION

- Background
- Statement of the Problem
- Purpose of the Research
- Justification
- Overview of the Paper

2. LITERATURE REVIEW

- Biblical and Theological Principles Guiding Adventist-Muslim relations
- Holistic Health Care
- Chaplaincy Ministries
 - Overview of SDA Chaplains in the United States
 - Role of SDA Hospital Chaplains in Ministering to People of Other Faiths
 - Current Chaplaincy Training Programs

3. HEALTH BELIEFS AND PRACTICES OF THE MUSLIM POPULATION IN AMERICA

- Demographics
- Basic Islamic Beliefs and Practices
- Muslim Health Beliefs and Practices
- Cultural Practices, Taboos, and Complimentary Medicine
- Muslim-friendly Hospitals

4. STRATEGY

- Preparation
- Implementation
 - Pilot Training Program
 - Finalized Training Program
- Evaluation

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

- Summary
- Conclusions
- Recommendations

APPENDIXES

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Appendix B

Capitalization Rules for Theological Terms

Names of the Trinity	Case
the Trinity, Deity, Triune God, God, Father, Creator, Jehovah, the Source	Upper
Jesus, Christ, Son, Savior, Lord, Son of God, Lamb of God, the Word, Messiah, Prince of Peace	Upper
Heir, High Priest (but as a high priest, an heir)	Upper/lower
Son of Man, King of Kings, Lord of Lords (as an eschatological title)	Upper
Son of man, King of kings, Lord of lords (for general theological discourse)	Upper/lower
Holy Spirit, Comforter, Spirit, Paraclete	Upper
Derivatives of the Trinity	
kingship, sonship, heirship, messiahship, fatherhood, divinity, theology, messianic, christological, divine	lower
Christlike, Christian, Christology	Upper
Personal Pronouns for God	
He, Him, His	Upper
People of the Bible and Early Christian Era	
the apostles, the disciples, the patriarchs, the prophets, the apostle Paul, the prophet Daniel	lower
the Church Fathers, the Fathers, the Twelve, the Seventy	Upper
Gentile, Jew, Jewish	Upper
Creeds	
the Apostles' Creed, the Augsburg Confession, Luther's Ninety-five Theses	Upper
Names for Scripture and Parts of Scripture	
Bible, Scripture(s), Septuagint (LXX), Masoretic Text (MT)	Upper
God's Word, Word of God (an unqualified name for Scripture)	Upper
God's word, word of God (general theological discourse)	lower
biblical, scriptural, a psalm	lower
Old Testament (OT), New Testament (NT)	Upper
all books of the Bible (Exodus, Matthew)	Upper
the Pentateuch, the Prophets, the Writings (as part of the Hebrew Bible)	Upper
the Psalms, the Shepherd Psalm, the Gospels, the Fourth Gospel, the Synoptics	Upper
the Epistles (referring to a specific collection), the Apocalypse (referring to Revelation)	Upper
the Pauline Corpus, the Epistle to the Hebrews, the Epistle of Jude	Upper
the epistles of Paul (for general discourse)	lower
the Decalogue, the Ten Commandments, the Ten Words, the Lord's Prayer	Upper
the parables, the parable of the lost coin (for general discourse)	lower
the Parable of the Prodigal Son (when used as a title), the Sermon of the Mount, the Olivet Discourse	Upper
the Great Commission (unqualified)	Upper
the great commission of Christ to his disciples (general)	lower

The Church		Case
the church (general discourse about the Christian church)		lower
the church (referring to any church body, but not by name)		lower
the Church (as a concept [rarely used])		Upper
the apostolic church (designating a particular era)		lower
the New Testament church (designating a particular era)		lower
Denominations		
the Lutheran Church, the Seventh-day Adventist Church		Upper
Churches by Location		
the Atlanta church (not official name)		lower
the European church (not official name)		lower
Official Names of Churches		
the Clear Lake Seventh-day Adventist Church (official name)		Upper
the Sligo SDA Church (Official name, SDA abbreviated)		Upper
Bible Events and Times		
Special, unique events, when unqualified appear in capitals. When qualified, they appear in lowercase.		
the Creation (unqualified)		Upper
the creation of the world (qualified)		lower
the Incarnation (unqualified)		Upper
the incarnation of Christ (qualified)		lower
the Atonement (unqualified)		Upper
the atonement for mankind (qualified)		lower
the Crucifixion (unqualified)		Upper
the crucifixion of Christ (qualified)		lower
the Resurrection (unqualified)		Upper
the resurrection of Christ (qualified)		lower
the Exodus (unqualified)		Upper
the exodus of Israel from Egypt (qualified)		lower
the Flood, the Deluge (unqualified)		Upper
the flood of Noah (qualified)		lower
the Second Advent, the Second Coming (unqualified)		Upper
the Parousia (unqualified)		Upper
the second coming of Christ (qualified)		lower
Bible Doctrines for General Reference (examples)		
the millennium, the sanctuary, the state of the dead, the mark of the beast, the second coming of Christ		lower
Bible Doctrines as Topics (examples)		
the Investigative Judgment, the Seal of God, the Law of God, the Nature of Christ, the Christian Life		Upper

Theological Terms	Case
the plan of salvation, the plan of redemption	lower
the Gospel (unqualified; as a concept—rarely)	Upper
the gospel of Christ, the gospel of grace (qualified)	lower
the Third Angel’s Message (as a title)	Upper
the third angel’s message (general), the three angels’ messages (general)	lower
the Sabbath (seventh day of the week)	Upper
the ceremonial sabbaths (Mosaic)	lower
the Spirit of Prophecy (collected writings of E. G. White)	Upper
the spirit of prophecy (Rev 19:10)	lower