Writing Handbook

2017-2018

North Park Theological Seminary

CONTENTS

*Please Note: Sample thesis text and bibliography pages at the end of this document are in Turabian style and will be of use to any student writing a research paper!

Introduction
North Park Theological Seminary is a graduate institution, with high expectations regarding written assignments. In addition to knowledge of course subject matter, your seminary coursework requires sophisticated reading, writing, and research skills, which can be learned, just as you learn any other subject. The following summaries and strategies can help you understand the paradigm for the many aspects of work you will be doing. The strategies will also help you do your work in a measured, efficient manner-- which will benefit the quality of your work and help avoid paralyzing procrastination at the end of the semester.

Kris Bruckner kbruckner@northpark.edu provides academic support for all seminary students and can assist you with any academic questions or issues you may have. She is available to meet with you via phone or in person. Her office is located in N26. Stephen Spencer, srspencer@northpark.edu (#6241) the theological librarian, can assist you with research. The seminary website has online resources that may be helpful, including a digital version of this handbook https://www.northpark.edu/seminary/academics/student-resources/ See also pertinent blog posts/resources at https://www.thearange.blogspot.com

Time Management Strategies:
- **Start early and take the task apart**. Break a large project into small, manageable parts, and then complete each task. Make the results measurable so you can see your progress.
- **Set specific goals for each unit of time.** When you fill in your schedule, be specific about what you plan to accomplish in each research or writing session.
- **Utilize your periods of maximum alertness**. Are you an early bird or a night owl? Work during the time of day you feel most alert, refreshed, and relaxed.
- **Limit your blocks of research and writing to no more than 2 hours at any one time**. After 1½ hours to 2 hours of study, take a break in order to keep up your efficiency.
- **Plan a schedule of balanced activities**. Include time for exercise, errands, relaxation, etc. to balance your study time.
- **Utilize odd hours of the day for studying.** Plan and establish the habit of using small bits of time for studying. This will result in more free time at other times in the week.
- **Do it now!** If you notice yourself procrastinating, plunge into a task. Even a small task will move you down the road to completion.

Questions Before, During and After You Read:
What is the bibliographic information for the book, chapter or article?
- If you are doing research for a paper, create a full citation before you begin.
- This habit will be important for every research project.

What is the title?
- What does it tell you about the topic or subject?
- What do you already know about the subject?
- What do you expect it to say?

Who wrote it?
- What are the author's credentials or affiliations?
- What are his/her prejudices?
- What is the author's other work related to the subject?

What information is crucial to you?
- What are the main points, or theses?
- What is the evidence that the author gives to sustain the thesis or theses?
- Does the author cite some important source that you want to retain for future reference? If so, make a note of it, including bibliographic information.

Once you have finished the article, reflect on:
- How does it relate to what you already know and to your research question?
- Did you find the argument convincing on its own terms?
- Can you think of information that makes you doubt the main point(s), even if the essay argued it well?
- How does the essay relate to other things you have read, that is, how does it fit in the historical literature?

General Guidelines for Writing Research Papers:
- **Start early.** Have an organized timetable for your research (35%), writing (40%) and editing (25%).
- **Decide on a thesis, topic or purpose** for your project *before* you begin your research. What specific question will you ask of each source?
- **Focus and limit your** *research* to make your *writing* easier. Do not seek out or include information outside of your chosen topic.
- **Complete your research before** you begin to write, if possible.
- **Organize your material** into a detailed outline. You will write more clearly and efficiently if you know exactly what you are going to say, and prepare to support each point with evidence.
- **Be issue-oriented.** Stick to *your* points. Don't try to simply summarize all of your research. Exclude extra information which does not directly pertain to your argument. Be focused, clear and specific.
- **Avoid long (or frequent) quotations.** Use a direct quote only if it states a point more powerfully than you could in a summary or paraphrase.
- **Be logical and persuasive.** Think about your paper as an opportunity to convince your reader of your point of view.
- **Balance the discussion**. If scholars debate the issues involved, you should analyze and critique the main positions. (i.e., summarize a position, and then give the pros and cons)
- **Edit your work.** After you have written a rough draft, allow time to re-write for flow, logic and clarity (global revision or macroedit). Then edit for spelling, grammar, etc. (local revision or microedit). **Professors expect a polished document, free of careless mistakes.**

Style Guidelines for Research Papers:
- **Include a title page**, with centered title, your name, course name and number, the professor's name, and the date.
- **Double space your paper** on one side only, with one inch margins, standard fonts (Times New Roman) on white paper. Use 12-point font unless instructed otherwise. A thesis requires the left-hand margin to be 1.5 inches, to allow for binding.
- **Use quotation marks** around exact quotes of one or two sentences. Quotes of 3-5 sentences should be indented and single-spaced in block form, and double spaced before and after the quote. Quotes longer than 5 sentences should generally be avoided. Introduce quotes smoothly and appropriately into your text.
- **All sources must be cited.** Any research that appears in your paper must be given proper credit. If you do not clearly show the source of your information, it will be considered **plagiarism**. This is a very serious offense, and may result in failing a course, or in the case of repeated incidents, expulsion from seminary. See the bibliographies at the end of this document for additional resources.
- **Include proper documentation of sources.** Follow the Turabian 8th edition style guide unless you are instructed otherwise. Turabian allows for the use of either footnotes/bibliography or in-text parenthetical/reference list citations. There are many resources available for the correct way to use outside sources. Find the one you need and use it carefully. Use current guidelines for electronic sources, and check the proper formats for citing commentaries, encyclopedias, etc. Use the sample pages included in this document as a guide.
- **Include a bibliography (if you are using footnotes) or a reference list (if you are using parenthetical notes)** that properly provides all of your sources.
- **Use proper grammar, spelling and punctuation.**
- **Do NOT use contractions. (i.e., can't, it's, haven't, and don't)**
- **Use gender inclusive language** when referring to people in general. Use he or she interchangeably, never he/she. Courtesy and sensitivity to your audience should be assumed.

Papers not conforming to these standards may be returned to the student.

The Writing Process-Beginning:
- **Choose a question or a topic.** If the subject is assigned, try to find an angle which connects to something you already know.
- **Compile a working bibliography.** Use books, articles, and/or reliable websites and any other pertinent resources. Be sure to keep excellent bibliographic information for each source, in order to avoid plagiarism.
- **Begin reading in your subject, assessing and taking notes as you go.** Ask yourself pertinent questions about the author's assumptions, premises and beliefs. Be aware of how an author or source fits within the larger body of material on the subject. Take notes, paraphrasing and summarizing important facts and concepts. Note additional sources provided by the author, as these may prove useful in your own research. Keep your notes organized.

- **Prewrite.** Brainstorm, free-write, make lists, draw diagrams; use whatever strategy works for you to begin making connections between the ideas and information you've been reading.
- **Select the cluster of information and ideas which most interest you.** This will help you restrict a broad subject.
- **Develop a tentative thesis statement.** It need not be precise at this point, but will help to set a somewhat defined goal for the writing of your paper.

Writing the paper:
- **Develop an outline.** Re-organize your notes into a coherent, logical order.
- **Weed out notes that don't fit into your argument.** Set them aside so they won't interfere with your writing. You can come back to them if you need to.
- **Test the outline for soundness of reasoning and rhetorical effectiveness.**
- **Consider your audience.** Knowing who your audience is will help you to choose what information is reasonable and pertinent to the reader.
- **Write a first draft.** The first draft aims at synthesis and shape, and should not be the paper you hand in. Use your rough draft to identify gaps in logic and data.
- **Give the draft, and yourself, a rest.** Set the paper aside long enough for you to forget exactly what's written in it. When you come back to it, read to make sure that it actually says what you thought it did.
- **Double-check the documentation of your sources.**
- **Assess the effectiveness of your writing.** Does it flow? Is it rhetorically sound? Is it complete? Is it accurate? Does it comply with the professor's requirements?
- Let it rest – then **macro-edit** (or **revise**) it for logic, flow, etc.
- Let it rest again – then **micro-edit** (or **proofread**) it carefully for spelling, punctuation, typos, etc.
- Turn the paper in on time. Keep a back-up or hard copy of the final version of your paper.

Keywords for Clear Writing
Your writing is expected to DO something—to have some sort of action! The following verbs will help you use movement and direction in your writing and will also help you do what is asked in an assignment which uses one of these terms.

ANALYZE	Break into separate parts and discuss, examine, or interpret each part.
COMPARE	Examine two or more things. Identify similarities and differences.
CONTRAST	Show differences. Set in opposition.
CRITICIZE	Make judgments. Evaluate comparative worth.
DEFINE	Give the meaning; usually a meaning specific to the course. Determine the precise limits of the term to be defined.
DESCRIBE	Give a detailed account. Make a picture with words. List characteristics, qualities, and parts.
DISCUSS	Consider and debate or argue the pros and cons of an issue. Write about any conflict. Compare and contrast.
ENUMERATE	List several ideas, aspects, events, qualities, reasons, etc.

EVALUATE	Give your opinion or cite the opinion of an expert. Include evidence to support the evaluation.
ILLUSTRATE	Give concrete examples. Explain clearly by using comparisons or examples.
INTERPRET	Comment upon, give examples, describe relationships. Explain the meaning, then evaluate.
OUTLINE	Describe main ideas, characteristics or events.
PROVE	Support with facts (especially facts presented in class or in the course texts).
STATE	Explain precisely.
SUMMARIZE	Give a brief, condensed account. Include conclusions. Avoid unnecessary details.
TRACE	Show the order of events or progress of a subject or event.

Incorporating Outside Sources into your Writing
Outside sources provide proof of or support for your argument and demonstrate your awareness of expert information on your topic. You can use a summary, paraphrase, or direct quotation to bring in an outside source, *weaving* that source into your own writing. You must connect the outside source to what you are saying by introducing the source and explaining its relevance, creating a smooth, integrated, logical document. Do not let the sources "write" the paper, but rather interpret and analyze the various positions you have found in your research.

Summary: A summary is a condensed version of a larger section of work, such as a chapter of a book. A summary shortens the original material significantly, but it must include both the context and all of the original author's key ideas. A summary must be objective, representing the author's ideas with precision. Your analysis should not be included within the summary, but rather precede or follow it. Summarize the author's idea, and THEN have a "conversation" with his argument. Your comments should follow the footnote, so that the reader does not confuse what the original author said with what you think about it. Use summary sparingly, and be careful to rework the author's ideas in your own words and syntax. A summary should be introduced in the text, and followed with a footnote.

Paraphrase: Paraphrase is the most common method used to incorporate an outside source into your own words and syntax. As with a summary, the author's ideas must be accurately restated. A paraphrase generally *expands* the original statement, perhaps explaining it more fully. As with a summary, you must introduce and integrate the source into your argument smoothly, yet distinctively. Use a footnote at the end of the source's idea.

Guidelines for Summary and Paraphrase:
- Read the original passage at least three times to ensure that you understand the author's meaning. Be sure to read the passage in context.

- The paraphrase or summary must be written in your own words. Put the original away, allow some time to pass and then write your paraphrase from memory. It should not "sound like" the original, but should "mean" the same thing.
- Write a paraphrase of the paraphrase. This will also help you to remove your words from those of the original author.
- When working with more than a few sentences, follow the order or sequence of ideas in the original.
- Capture all of the essential meaning. To keep from leaving something out, count the ideas in the original, and then count the ideas in your paraphrased version.
- Do NOT twist, alter, or change the author's intended meaning.
- Aim to capture the author's meaning as exactly as possible, but in your own words. Your paraphrase or summary should blend in smoothly with everything else you have written in your paper.
- NEVER make a "mirror image" of the style in the original passage. Do not just fill-in-the-blanks with synonyms. Paraphrasing is not an exercise in word substitution, but an act of translation. This means you need to change the syntax, sentence structure or word order, as well as how it is said.
- Use a footnote, endnote or parenthetical citation following your summary or paraphrase to give proper credit to the source. Even though it is not a direct quotation, the idea belongs to someone else and must be acknowledged to avoid plagiarism.

Direct Quotations: You use a direct quotation when you intend to comment on the passage directly – especially a biblical text or piece of literature, when you are appealing directly to authority, or when the language of the original cannot be surpassed; you couldn't say it more clearly, succinctly or with more style.

Guidelines for Direct Quotations:
- Choose a quote that supports your point with force. It should be interesting, well-stated, full of evidence, and a strong reinforcement to your argument.
- A direct quotation should be identical with the original. If you leave out words in the beginning, middle or end of a quotation, indicate this deletion by using ellipses. ". . . like this." "You should . . . like this." "A great man once . . ."
- Introduce quotations carefully. Introduce a quotation by citing the author's name and then using an appropriate verb, such as: states, asserts, explains, or demonstrates.
- If only part of the quotation is relevant to your paper, you may use a portion of a sentence. However, the sentence the quotation fits into should make sense as a complete sentence.
- When quoting material that is quoted (a quote within a quote), use single quotation marks inside the double quotation marks. In the citation, this material would be indicated by the following: (quoted in Author's last name, page number).
- Use quotation marks for a quote within your text. Such quotes should be no more than 2 sentences long. If you use a longer quote (3-5 sentences) insert it in block

form and single space. Double space before and after the block quote. There are very few occasions when you will use a quote which is longer than 5 sentences.
- Use properly formatted citations for the source of your quote. See Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, for details.

Plagiarism: Plagiarism is the intentional or accidental use of someone else's ideas or words without giving that person credit. It is not only blatant or obvious "borrowing," such as copying a lengthy passage from a book or article. It also includes a variety of subtle forms of academic dishonesty including, but not limited to:

- Copying another author's syntax, language, or wording without giving credit
- Failing to document the source of ideas or language another author has used
- Failing to document the original source of ideas or language you first used in another paper
- Having someone else write your paper for you
- Getting too much help on a paper
- Turning in a paper you wrote for another class

It is simple enough to eliminate plagiarism by giving credit where credit is due. Simply note to whom ideas and passages belong and where you encountered them. If information is common knowledge, or is found in several different sources, then you do not have to cite it. If it is not, or you are unsure, cite it.

A Few Reminders Concerning Turabian Citation Style:
- While the body of the paper is in 12-pt. font, footnotes should be in 10-pt. font, indented five spaces on the first line, single-spaced within, and double spaced between.
- The second time you cite a source in your paper, and for consecutive uses, you may use an abbreviated note.
- *Ibid.* should only be used when a fuller citation appears on the same page, or just above the note. Do not use *ibid* to refer to a note on the prior page.
- When biblical books appear in parenthesis and footnotes, they should be abbreviated. See the summary below for correct abbreviations.

Commonly Used Abbreviations from the SBL Handbook of Style

Hebrew Bible	HB
Old Testament	OT
New Testament	NT

Abbreviations of Modern Versions of Scripture (SBL Handbook of Style)

American Standard Version	ASV
Jerusalem Bible	JB
King James Version	KJV
New Living Translation	NLT
New American Standard Bible	NASB
New English Bible	NEB
New International Version	NIV
New Jerusalem Bible	NJB
New King James Version	NKJV
New Revised Standard Version	NRSV
Revised English Bible	REB
Revised Standard Version	RSV
Today's New International Version	TNIV

Abbreviations of Old Testament Books (SBL Handbook of Style)

Genesis	Gen
Exodus	Exod
Leviticus	Lev
Numbers	Num
Deuteronomy	Deut
Joshua	Josh
Judges	Judg
Ruth	Ruth
1-2 Samuel	1-2 Sam
1-2 Kings	1-2 Kgs
1-2 Chronicles	1-2 Chr
Ezra	Ezra
Nehemiah	Neh
Esther	Esth
Job	Job
Psalms	Ps/Pss
Proverbs	Prov
Ecclesiastes	Eccl
Song of Songs	Song
Isaiah	Isa
Jeremiah	Jer
Lamentations	Lam
Ezekiel	Ezek
Daniel	Dan

Hosea	Hos
Joel	Joel
Amos	Amos
Obadiah	Obad
Jonah	Jonah
Micah	Mic
Nahum	Nah
Habakkuk	Hab
Zephaniah	Zeph
Haggai	Hag
Zechariah	Zech
Malachi	Mal

Abbreviations of New Testament Books (SBL Handbook of Style)

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

Additional Resources for Seminary Research and Writing

General
Barber, Cyril J., and Robert M Krauss, Jr. *An Introduction to Theological Research*.

Core, Deborah. *The Seminary Student Writes.*

Hacker, Diana. *Rules for Writers.*

Lunsford, Andrea A. and Ruszkiewicz, John J. *Everything's an Argument*.

Murray, Donald M. *The Craft of Revision*.

Rodrigues, Dawn, and Myron C. Tuman. *Writing Essentials.*

Strunk, William, and E.B. White. *The Elements of Style*.

Vyhmeister, Nancy Jean. *Quality Research Papers for Students of Religion and Theology*.

Williams, Joseph M. *Style: Ten Lessons in Clarity and Grace*.

Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers.*

Style Manuals
Publication Manual of the American Psychological Association.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations,* 8th edition.

Useful Links for seminary studies
http://www.northpark.edu/Seminary/Academics/Student-Resources
http://www.wts.edu/resources/westminster_center_for_theolog/become_writerhtml.html
http://www.enterthebible.org/
https://www.workingpreacher.org/
http://owl.english.purdue.edu/owl/

Master's Thesis Guidelines

Role of MATS Director (MD), Michelle Clifton-Soderstrom:
*Assigns Thesis Directors to students
*Works with Thesis Director to assign the committee of readers (2 readers)
*Serves as resource for Thesis Directors

Role of Thesis Director (TD):
*Works with the students throughout the research and writing phase of the thesis on topic, bibliography, abstract/outline, and chapters (part of this might include working with the student while s/he is enrolled in the Research Methods course).
*Makes students aware of all deadlines and procedures for both semesters (see below).
*Invites persons to serve on committee of readers (2), after discussing these with MD (usually during Thesis II).
*Serves as liaison between the student and the committee and the student and the MD.
*Coordinates the thesis defense and scheduling.
*Evaluates the thesis according to Thesis Rubrics and enters a grade for both 3 credit courses on the scale of High Pass, Pass, or Fail.
*Offers written feedback to the student subsequent to the defense.
*Completes paperwork for credit (enters grade in web advisor) for both semesters of writing.

Role of Committee of Readers (CRs):
*Committees have two readers (exceptions must be approved by MD and Academic Dean). They may be NPTS members or other appropriate experts outside the seminary faculty.
*Reads the thesis once the full draft is completed and approved by the TD.
*Serves as a resource for the student (e.g., offers bibliographic suggestions).
*Participates in the thesis defense.

Role of Academic Writing Coordinator (AWC), Kristine Bruckner:
*Contact and meet with students enrolled in Thesis 1 to provide information on thesis formatting and style.
*Format check of one chapter of thesis during Thesis I.
*Format approval of entire thesis during Thesis II.

Role of Student:
*Consult with MD about TD, with a topic sketch prepared.
*Follow all instructions for thesis process and completion (below), honoring all deadlines including format checks.
*Initiates meetings with TD throughout the research and writing.
*Register for Thesis I and II. Pre-requisite: Research Methods, Theo 5102 (earning a grade of B or better).

Masters Thesis: The primary goal of the master's thesis is for the student to develop research skills. When evaluating the thesis, including the defense, primary attention

should be given to how well the student has researched his/her topic (so a detailed bibliography is important), how well the student has compiled/synthesized their sources, and interacted with the material in her/his own voice. Attention is also given to writing, including presentation and clarity. See rubrics for further details. Length is between 60-90 pages, unless otherwise approved.

Prerequisite (may be done in conjunction with semester I of thesis writing) Research Methods Theo 5102.

Stages of Thesis Writing and Deadlines
Thesis Semester I (prefix from field + 7490)
To receive credit, must be completed by the last week of the semester.
1. Approved topic
2. Bibliography (minimum of 20 sources)
3. Thesis abstract & outline of chapters
4. Draft of first chapter
5. Format approval of first chapter & bibliography by AWC.

Thesis Semester II (prefix from field + 7491)
To receive credit, must be completed by the last week of the semester.
1. Complete Thesis I.
2. Submit each chapter as completed, to TD, allowing time for feedback and revision.
3. Revise chapters and resubmit for final approval by TD before full submission
4. Submission of full, revised and approved (by TD) thesis **8 weeks** before the end of the semester. Thesis is then distributed to the committee and to the AWC by the TD.
5. Format Approval. The thesis will be returned to the student by the AWC, with any required revisions, two weeks after its formal submission, 6 weeks prior to the end of the semester. Revisions must be completed before the defense. Any additional revisions and a final approval will be required after the defense, before a final grade is submitted.
6. Defense. A one hour defense will be scheduled by the TD, during which time the committee can ask questions within the parameters of the thesis. Defense needs to be scheduled **before the last 4 weeks** of the semester.

*These guidelines and rubrics apply to theses written by students in any of the degree programs.

Master's Thesis Assessment Rubrics

Assessment
Pass with Distinction: Student demonstrates excellent work in all areas.

Pass: Student demonstrates acceptable work in the majority of areas, and all areas are passable or better.

Fail: Student fails to demonstrate acceptable or better work in more than one major area below.

Rubrics Semester I
Need/Problem
1. Identifies a question/problem that is worthy of further investigation.
2. Demonstrates the significance of this question.
3. Question/problem can be addressed within space constraints of an MA thesis

Abstract and Outline
1. A direct answer to the question/problem
2. Clear (i.e. jargon-free, transparent language) and concise
3. Identifies the outline that will advance the thesis
4. Identifies method and approach of argument and analyzing sources

Bibliography
1. Identifies the sources that will form the basis of the study (and includes those in original languages)
2. Sources include diversity of gender, culture and perspective

State of the Question (Literature Review, Chapter One)
1. Review is focused (shaped by need, thesis, and approach as outlined above)
2. Insightful (e.g. identifies trends, schools, or other relevant relationships among sources, etc.)
3. Complete (to what extent is relevant literature discussed, including in languages other than English?)

Formatting
1. Format follows institutional formatting policies
2. Revisions made as required following format check

Rubrics Semester II
Thesis Writing
1. Clarity of writing
2. Strong and clear voice in dialogue with sources
3. Observes deadlines as enumerated in Thesis Guidelines

Research

1. Demonstrates research skills appropriate to topic
2. Complete (to what extent is relevant literature discussed, including non-English sources?)
3. Effective use of primary sources (in original languages? Careful analysis and contextualization?)
4. Effective use of secondary literature (critical interaction?)

Argument
1. Development of argument
2. Develops approved outline
3. Organization is clear

Defense
1. Clear oral articulation of thesis and argument
2. Demonstrates knowledge of topic
3. Answers questions fully

Formatting
1. Chapters, notes and bibliography follow Turabian 8th edition
2. Content is thoroughly edited

Accepted by the faculty of North Park Theological Seminary
Chicago, Illinois
In partial fulfillment of the requirements for the degree of
Masters of Arts in Theological Studies

_____
Insert name here, Thesis Director

_____
Insert name here, Thesis Reader

_____
Insert name here, Thesis Reader

Chapter Two

Sample first page of a chapter- Note the placement, style and spacing of the chapter number and the title.

How is the Theme of Wilderness Used in the Old Testament?

> A wandering Aramean was my ancestor; he went down into Egypt and lived there as an alien, few in number, and there he became a great nation, mighty and ... afflicted us, by imposing ... estors; the Lord heard ... on. The Lord brought us out of Egypt with a mighty hand and an outstretched arm, with a terrifying display of power, and with signs and wonders; and he brought us into this place and gave us this land, a land flowing with milk and honey. Deuteronomy 26:5-9 (NRSV)

The opening quote is indented five spaces, single-spaced, and requires an extra line space just above and below (for a total of 3 line spaces). Block quotations within the text follow this form, with a double space above and below.

A first-level subhead should be centered, with headline-style capitalization.

Midbar: A Word Study

Before we can explore the importance of the wilderness theme in the Old T... "wilderness" itself and to do th... lated as "wilderness" is מִדְבָּר (*midbar*). It is a masculine singular absolute noun.[1] The etymology of this word is uncertain, bu... ction between the Hebrew words *midbar* and *dober* which means, "drift" or "pasture land."[2] *Midbar* is usually translated into English as "wild... frequently used synonym of *midbar* is ...

A Bible quotation should include an abbreviation of the version used (here it is NRSV). You may use an abbreviation of the biblical book in a citation, but you should always sell out the name of the book in the text itself.

Foreign words, like titles of books, are in italics.

Footnotes: As you proceed, footnotes should be numbered continuously through the document. The notes below are 10-point font, same style as the text, single-spaced within, and double-spaced between. The numbers may be super-script or full size, but should be consistent throughout the document.

[1]William L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical Work of Ludwig Koehler and Walter Baumgartner* (Leiden: Brill, 2000), BibleWorks, v.8.

[2]S. Talmon, "*midbar*," in *Theological Dictionary of the Old Testament*, ed. Johannes Botterweck, Helmer Ringgren, and Heinz-Josef Fabry, trans. Douglas W. Stott (Grand Rapids, MI: William B. Eerdmans, 1997), 8:87.

[3]*Midbar* can also mean "instrument of speech" or "mouth," but this meaning occurs far less often and is outside of the scope of this paper. William L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Grand Rapids, MI: William B. Eerdmans), 182.

"wasteland."[4] This synonym occurs fifty-nine times in the Old Testament. When *'araba*

is used in connection with *midbar*, it emphasizes the negative dimensions of the

wilderness and/or focuses on the geographic aspects of the place.[5] A literal definition of

midbar is sin[...]ometimes

go."[6] Howev[...]

Note the order of the elements: period, quotation mark, then footnote number. Periods and commas go inside of quotation marks. Colons and semi-colons go outside of the quotation mark.

Midbar can be a spatial term used to indicate the geography, topography, or

boundaries of a place.[7] Geographically speaking, *midbar* refers to areas that are not

heavily populated or inhabited, particularly the desert located in the Sinai Peninsula and

the areas surrounding it.[8] These regions contain little water so they cannot be settled in or

farmed.[9] Only nomadic tribes of people living in the open or in tents are found here.[10]

Shortened notes: When repeating a source for the first time, use the shortened form of the note. When it is immediately above, on the SAME PAGE, you may use ibid., page #. A reader should always be able to identify the source without turning the page.

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[4]A. R. Pete Diamond, "Desert," in *New International Dictionary of Old Testament Theology & Exegesis,* ed. Willem A. VanGemeren (Grand Rapids, MI: Zondervan, 1997), 4:520.

[5]Talmon, "*midbar,*" 8:92-93.

[6]Joe E. Lunceford, "Wilderness," in *Eerdmans Dictionary of the Bible*, ed. David Noel Freedman (Grand Rapids, MI: William B. Eerdmans, 2000), 1378.

[7]Talmon, "*midbar,*" 8:97-100.

[8] Diamond, "Desert," 4:520.

[9]Talmon, "*midbar,*" 8:91.

[10]Talmon, "*midbar,*" 8:102.

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