



## **PURITAN REFORMED BIBLICAL SEMINARY**



**"Purify them in the Truth" (John 17: 17)**

### **STYLE MANUAL FOR PAPERS, THESES AND DISSERTATIONS**

by

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Our Website: <http://prbseminary.org/>

**PT306 THEOLOGICAL RESEARCH METHODS (3)**

Puritan Reformed Biblical Seminary  
 Bachelor of Arts in Theological Studies  
 January 2015

**COURSE OUTLINE****Course Description**

This course is designed to teach the student with the rules/ methods and procedures for a theological research writing. He / she will be introduced here for the proper style and format of the theological research papers. Student is also provided an opportunity to write out a solid theological research paper on his own.

**Course Objectives**

1. Students will know how to write and format papers in accepted manner.
2. Students will be able to do research on their own improving their writing skills.
3. Students will be able to collect all the available data concerning the research topic and reach proper conclusions.
4. Students will be able to correlate theological truths by using proper research methods.
5. Students will know how to seek any information on any topic.
6. Students will know how to reach out the established facts/ new conclusions through such gained information.
7. Students will understand how to organize a seminary papers/ thesis/ dissertations.
8. Students will know how to communicate the biblical/ theological ideas clearly and effectively to the Christianity.

**Course Textbooks**Required Textbook

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Fifth edition.  
 Chicago: The University of Chicago, 1987.

Samuel, Bathiran. *Style Manual for Papers, Theses and Dissertations*. Class Notes: Puritan Reformed  
 Biblical Seminary, Fall 2015.

**Course Requirements**

*Paper*. The student is to write one theological research paper on the approved topic. The paper must be typed, one inch margins, double-spaced, and 20–25 pages in length, including bibliography. The papers should follow the turabian guidelines and conform to the seminary manual for papers and theses.

### **Course Grading**

- The student should consult the catalog for the grading scale used in the seminary.
- The *paper* constitutes 100 % of the course grade. .
- Students may turn in class assignments through e-mail in a word/ *pdf* format as your mentor demands.
- Late assignments, unless the result of circumstances beyond the student's control, are not accepted.
- Except when permission has been granted by the mentor, the complete work not turned in by the end of the program time limits, is recorded as a zero and the student's grade computed accordingly.

## I. INTRODUCTION

In PRBS, the students are to follow Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5-8<sup>th</sup> edition (Chicago: University of Chicago Press, 1987-2013) for writing papers, thesis and dissertations with the consultation of this document. Students should consult with Turabian guidelines for the issues not addressed in this paper. Contra to Turabian, when the students find formatting guidelines or style at this document, they are advised to follow the instructions given in this manual. This means that the student must, first, carefully read this document and then check with Turabian guidelines. Students also are advised to check with *The SBL Handbook of the Style*, 2<sup>nd</sup> edition (Atlanta, GA: SBL Press, 2014) which is complemented by Turabian. When the students complete their papers, thesis, dissertation, their work must comply with *style* and *format* outlined in this paper. Along with these, students also may check with these books for speed up their writing skills. [Porter G. Perrin, *Writer's Guide and Index to English*. Fourth Edition (Oakland, N.J: Foresman and Company, 1968); Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5-8<sup>th</sup> edition (Chicago: University of Chicago Press, 1987-2013); Ron Fry, *Ron Fry's How to study Program: Write Papers* (Hawthorne, NJ: The Career Press, 1991)]. The writer has gleaned from all these primary sources mentioned above in preparation of this document for the purpose of paper writings at PRBS.

### What is Research?

Oxford Concise Dictionary defines a research is “(a) the systematic investigation into and study of materials, sources, etc, in order to establish facts and reach new conclusions. (b) An endeavour to discover new or collate old facts etc by the scientific study of a subject or by a course of critical investigation.” Note that research is both the *systematic investigation* and *critical investigation* which aims at establishing facts, reaching new conclusions, and discovering new facts or collating old facts. With this in mind, a student of research must begin his research and writing for the benefit of the Christian world as he presents his thoughts in most sophisticated ways in scholarly manner. Students should know that there are several unknown or not well known facts are there. They should be explored or rediscovered. It may be one of the following: i) A New Idea or ii) A Controversial Issue. It is the duty of the researcher to gather all the available data regarding his research topic and explore it in a proper understandable and acceptable way.

### Purpose of Research Papers

Most seminary papers require reading and written materials for courses. While this is true with PRBS, it does not limit only to a studious inquiry of the subject but demands its students with more careful critical evaluation, assessment and interpretation of the documents read for the class. Hence, the student is expected to submit a paper that is well written, well expressed, well organized and well documented. This facilitates students to get into actual investigation of the

subject and its assessment and interpretation accurately. The student will basically learn how to communicate both others' ideas and his own as well clearly in an acceptable format and style.

### **Who is a Researcher?**

A researcher is the one who will have the following five views to establish facts/ reach new conclusions when he does an actual research. These views help the student investigate his topic/ problem with different angle for the new findings. Briefly, this writer suggests below what are his views:

- *He must have a view of Detective who may investigative to find what the actual problem is, and present the truth with proper evidences.* A detective looks with evidences for establishing the truth. Therefore, student must review the evidence and reach out to the conclusions of what is truth and what is not. Do not blindly believe all the theologians or books you have been introduced, rather have their opinions, suggestions or conclusions to see how that correlates to the entire body of truth found in the Bible.
- *He must have a view of an Advocate.* All legal authorities recognize the validity of what is known as a *prima facie* case. This case exists when enough evidence is available to establish a high probability of a fact being true that unless that particular fact somehow can be refuted, still it is considered as proven fact. With this in his mind, he must carefully analyze the issues and reach the right conclusions with much confident after a thorough investigation.
- *He must have a view of devoted Christian Author.* By this, he may share his information to the Christian world so that people of God may be equipped for God's work, and may be transformed in their spiritual formation. As a researcher in Christian field, he will not limit his knowledge to himself; rather he will greatly influence the world by the dynamics of his writings.
- *He must have a view of Journalist.* In this view, he actually digs up all the facts concerning the topic/ research subject, historical evidences, primary sources written on the similar topic. He will have all the arguments set before himself, and carefully test them with Scripture so that he may be not driven out by every wind of false doctrine or argument.
- *He must have a view of Scientist.* An applied scientist actually is conducting research with the aim of developing new technologies and practical methods. He does this with creation which God has created. Likewise, theologians must have their research done primarily with the absolute truth (i.e., the Word of God). All the theologians know that there are several issues found in the Bible which have not been written clearly by the scholars until this day. By having this view, one who researches looks up new findings as he attempts to solve the problematic issues found there in both OT and NT texts. This has

to be done because Christian faith is being attacked by rationalism, liberalism, atheism and postmodernism...etc.

### The Task of Difficulty

With the glimpse of this understanding about who is a researcher, now it is necessary to know the task involved in it. Indeed, doing research is a tuff task but the work is rewarding. Researchers have to understand this and do their research on any topic in order to establish facts and reach new conclusions. While this sounds nice, this always makes a tiresome work for many students because of their ignorance of *what is research* and *what involves in it*.<sup>1</sup> Often, the thought of spending hours and hours in the library, digging up information, writing a long detailed paper and formatting foot notes...etc., make the student not to have any interest in doing research, and they feel that this is tiresome work on their part. Even if the students have a great desire for working hard on doing their papers, still they acquire insufficient knowledge pertaining to it for finishing up the task in the best possible way with proper research methods. Therefore, this writer instructs all those interested in doing their research, to pay their attention carefully to the following ten steps, and implement them with proper goals and commitment so that the best scholarly research paper can be presented.

### Research Steps

Step # 1	A Research scholar must understand the <i>time management</i> .
Step # 2	A Research scholar must recognize how to develop a <i>research argument</i> .
Step # 3	A Research scholar must know where to find <i>reference materials</i> .
Step # 4	A Research scholar must be committed for <i>taking notes</i> from those reference materials.
Step # 5	A Research scholar must acknowledge that now he is <i>ready to write</i> a paper.
Step # 6	A Research scholar must make up a <i>rough draft</i> , and revise it again and again, make corrections.
Step # 7	A Research scholar must learn <i>the strategies</i> that improve his writing better, smother and clearer.
Step # 8	A Research scholar must arrange <i>Bibliography of sources cited/ consulted</i> properly in the alphabetic order.
Step # 9	A Research scholar must identify <i>every typographical error and spelling mistakes</i> .
Step # 10	Now a Research scholar makes up a <i>final draft</i> for submission confidently knowing that one of the finest papers is at hand.

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<sup>1</sup> When students did not understand it properly, he or she fails to do proper research resulting in the production of worst papers.

### Step # 1: Understand the Time Management

First, the student must create a work schedule otherwise he may not know how to manage time for completing the task with best quality. He must have always a careful timing and planning. He must get out his calendar and mark the due date for the paper. Now, he should have a plan to spend half of that time on research, and the other half on writing. He must be a faithfully committed man for his daily work on each day/ week on the appointed timings. To accomplish the best paper, he himself, must have set deadlines for completing the following things in the writing process.

S. No	The Task	Deadlines
1)	Deciding on paper/ angle of the paper.	
2)	Making list of reference materials (bibliographic data)	
3)	Reading the reference materials and take notes	
4)	Preparing detailed outline	
5)	Writing the first draft	
6)	Editing the paper and preparing bibliography	
7)	Proof reading the paper; final draft	

Students should plan on consulting and taking notes from at least ten to fifteen different books, articles or other reference materials for a normal class room papers/ class assignments. However, this is not limited by the number. Student may use any sources as he desires but should not be less. They also must plan on writing two or three drafts before arriving at final copy. Always, refer to the work schedule and adjust timings accordingly.

### Step # 2: Recognize How to Develop a *Research Argument*

No one needs to be a rocket scientist for producing a good research paper but a self disciplined man who delights in the Word of the God day and night. Who is this self disciplined man? A self disciplined man is the one who,

- *Plans ahead.* He chooses the topic and gathers bibliographic data, take notes, outline the paper, and have first draft, proof reading, and final draft.
- *Be prepared and stay organized.* He has all the research materials along with him. He keeps them in a separate notebook or file.
- *Do not postpone.* He will not put off doing his work in the last minute.

Now, being a self disciplined man of God, every student must be a man who is committed to studying Scriptures diligently. This should lead him to develop his research argument suitable to his audience who are longing for the proper biblical/ theological/ exegetical conclusions. How can this be done? Or how the research argument could be developed from his

topic? To find out answer to this question, first the topic of the paper must be decided, and the following set of questions to be answered.

(i) The Topic of the Paper

There are two things every writer must avoid for having the better topic in their research. *First*, a researcher should not have a topic that is too big. Think for a moment that he needs to write a 40 page paper for \_\_\_\_\_ class, and he has decided his topic will be \_\_\_\_\_. Now think about this: Can he really cover a topic that broad in 40 pages? He could write volumes on the subject and may have plenty left to say. Instead, he must focus on a particular, limited aspect of his subject or discuss it from specific angle. Remember, students' job is to produce an in-depth research analysis paper about the topic. Therefore, they need to do that in the number of pages the mentor requested. *Second*, a researcher should not have a topic that is too small. Having understood the previous point, students must be aware of focusing too narrowly as well. Because this cannot make up a sound research analysis setting before the Christian world something that is profitable. Therefore, they need to pick a topic that is too obscure, and a very little or no information has been written about it. In the same time, by choosing such a topic, students must make sure that there is enough research material available about the topic so that they may get a well rounded view of the subject. Pick the one that needs to be addressed for the Christian world.

In addition to these,

- 1) A Researcher must choose *a topic that is meaningful to the Christian world*. The chosen topic must edify others in Christian faith and practice.
- 2) A Researcher must choose *a convenient topic*. This means that he should not choose a topic that could not be written or managed by him. Do not choose a topic on which little or no information you already have.
- 3) A Researcher should choose *a topic on which he is sure that all the available information is found*. In number of ways, this will aid the researcher to continue his research work without any interruption or confusion.
- 4) A Researcher should choose *a topic approved by his Mentor*. The chosen topic must be acceptable by his Mentor. Therefore, students must communicate to Mentor for approval once topic is selected.

(ii) The following questions are to be answered. (Fill in the blanks with your topic)

With the selected topic, the student also needs to pose some questions for the better improvement of his research. A Researcher will get to know the truth when he asks certain



questions to the chosen topic. When he asks the key questions such as these, he actually identifies the main concepts and keywords in these questions. These are potential terms for research and writing. By this, one can come to the point whether the topic has been completely covered in another paper or published books. He also may be ensured to the point that there is enough information or data to cover the research topic. Observe the following key questions:

- 1) What is the special attention about \_\_\_\_\_?
- 2) How is \_\_\_\_\_ related to church history in the past?
- 3) What impact has \_\_\_\_\_ made on Christianity?
- 4) What would I like the Christian world to know about \_\_\_\_\_?
- 5) What questions do I have about \_\_\_\_\_?
- 6) How \_\_\_\_\_ has been misunderstood in the past centuries?
- 7) What are best literatures available on \_\_\_\_\_?
- 8) What other writers failed/ lacked to discuss regarding \_\_\_\_\_?
- 9) Who will be benefited by this topic?
- 10) What are the new conclusions or facts will be exposed by this topic?

Having answered to these questions, the student is closer to his research argument. He should be ready to provide one-sentence summary of his paper/ thesis/ dissertation which sums up the main point of the paper. Note that all the papers he produces must have this *central statement* summing up the entire paper as the main point.

### Step # 3: Know Where to Find Reference Materials

#### Bibliographic Data

Finding reference materials for doing research is wise thing before actual writing takes place. One should be wise enough to *gather bibliographic data* while collecting bibliography. This habit will eliminate all the interruptions for writing a paper. Bibliographic data includes author's name, book name, editor/translator's name, publishing place, publishing agency, publication date with page numbers for citation. Make sure to record total volumes in the multi volume set. So that students, without wasting their time, get into the proper books and pages, and this also will speed up the students' research process.

#### Reference Materials

Before trying to collect reference materials, it is good to make up a working bibliography. Use 3x5 cards for this purpose. Every student must know where to find reference materials before the actual writing taking place. They also need to get to the library because they must do a little advance research. They also must find out the books, encyclopedias, bibliographies and

articles written about the research topic. By the time when they leave the library they should have a general understanding of their subject.

Students on this phase need to evaluate the reference materials as well. These materials are basically divided into two groups: 1) *General Reference Materials* and 2) *Specific Reference Materials*. The former includes encyclopedias and dictionaries, and the later includes books and periodicals. To begin the research work, it would be best to go on the general reference materials so that all the basic information needed for the topic is attained, and then, with such gained knowledge, the Researcher may swim into the specific reference materials for more advanced research. With the general reference materials, one is aimed to see how the writer develops his outline and subject under proper treatment. Along with this, he also must find out historical development of the topic. Always, check out the bibliography of the sources used by that particular author, and refer those materials for better understanding of the subject. With the specific reference materials, one is aimed to analyze what present authors deal with the issues found in the past or in their times. How do they address on the writers of the past? Have they reached proper conclusions by solving issues found up to date? Like these, a good number of questions to be answered for the best evaluation of the reference materials.

When they are clear on their reference materials, they, now, are ready to take notes.

#### Step # 4: Be Committed For Taking Notes from Those Reference Materials

A Student must have a habit of visiting the library often for getting to know the subject better and better. He should read the entire book for the proper evaluation. By doing this, he may find the strength and weakness of the author. List all that finds interesting for the subject of paper. When doing this type of study, he also must acknowledge that the distinction between *primary sources* and *secondary sources*. The primary sources are the first hand information written by the people who actually witnessed the truth. The secondary sources are the second hand information written by the people who were not actually present at an event but have studied the subject. Always, the students must try to get the primary sources because they are the more reliable sources of information. In case, when a student cannot obtain the primary information, he may go for secondary sources. This is permitted only at an extreme level when there is no other option.

Student may use index cards for taking notes from reference materials so that at the time of writing, he does not need to turn hundreds of pages for putting the needed information in his paper. Now these cards make the writing easier and faster once they are arranged properly according to the outline created. For the personal interviews with individuals, theologians, bible scholars, the student may use a good quality recorder for recording the comments by the respected individuals. He also must make sure that he has a list of good questions to the interviewees.

Now one may ask a question here that how to take notes. What kind of information should be included in the notes? Indeed, he may include any information that is related to his subject of the research paper. Generally the following may be suggested for what includes taking notes.

- The *general background information* (names, dates, historical theological data...etc)
- A research statistics may help to defend the point with *proper evidences*.
- *Well- organized quotes* that fit the research topics could strengthen the paper writing.
- *Definitions* of theological/ biblical terms may avoid the confusion the world brings.
- The *Weakness of the author* on explanation of the subject matter.
- *Interpretive Issues* that challenges the Christian community.
- *Theological Issues* that challenges the Christian community.
- *Author's Ideas* that finds interesting to the audience.
- *Exegetical fallacies* the author puts forth.
- *Use of valid sources* by the author.
- Author's understanding *on the primary sources*.
- Author's *understanding on the subject matter*.
- *Use and exposition* of the Scripture.
- *Accuracy of historical records*.
- *Conviction and Conclusion* of the Author on the subject
- The *points or explanation that could not be found* in other's writings.
- *Author's lack of knowledge* concerning the topics.

Like these a number of points could be noted from the author's work. Explicitly, students are to state both the weakness and strength of the book the author has written. Students are expected to have a sound interaction with them by providing their stand in convincing manner clearly, properly, effectively on biblical basis. When he quotes from a book, the credit must go to the author of the book and therefore must be documented. He must be able to express the author's ideas in his own words. He must also be able to summarize key areas about the paragraph or section in his own words. Avoid copying word for word. How can he quote from a book?

Basically, there are four different quotations used for paper.<sup>2</sup> They are:

- 1) Direct Quotations
- 2) Indirect Quotations
- 3) Block Quotations
- 4) Secondary Quotations

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<sup>2</sup> All papers must be adequately documented. Even if the student quotes indirectly, must be documented because documentation is not limited to direct quotations.

It is good to have quotations in the paper but there should not be plenty of quotations for the sake of quotations. A paper may contain few quotations and yet be well documented! Hence, it is good to keep the personal notes in the paper which means an author must share more of his thoughts and ideas as sharing other's information and discussing with it. Always include direct quotations when the student feels that the author's caption is far better than his own words. In the same time, when the student feels that he can put forth the author's idea better than the author then, it is good to indirectly quote the author and document them. Notice, Gordon Fee's advice is very helpful for quotations:

- 1) Quote when it is necessary or important to use the very words of an author so as not to misrepresent.
- 2) Quote when it is necessary for a clear or convincing presentation of an option. Many times a quotation of this kind will stand at the beginning of a section or paragraph as a point of departure.
- 3) Quote when it is useful for the psychological impact on the reader. For example, it is often useful to quote some well known authority who holds the option you are contending for. Sometimes this is especially helpful if what is said may be contrary to one's ordinary expectations.
- 4) Quote when an author clearly says something better than you could, or when it is said in a clearly memorable way.<sup>3</sup>

With this understanding of how to take notes and how to quote, a researcher is advised not to cling to one particular book for proper conclusion. He must also looking for the new resources, and well aware of them. From time to time, there are plenty of new ideas, suggestions are stepping into Christianity. These must be weighed in the word of God to see whether they stand pure or not.

#### Step # 5: Acknowledge That Now He Is Ready To Write A Paper

First, he must create a temporary outline from the works previously done for his research. This will give an idea of what to discuss and how to discuss. This also helps the student to know how to organize his outline, step by step logically reaching the climax of his points. If necessary, he may re-arrange the outline as they fit the approach of the paper. Think over a movie how that begins, then moves to central point of that film and finally reaching its climax getting whole attention of those who watched. Likewise, the written papers must create an interest in the life of audience. In such a dynamic ways, the writing skills are to be employed with best available ideas and proper ends.

There are different ways people organize their papers. Few examples are given below just for the sake of clarification.

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<sup>3</sup> Gordon Fee, *New Testament Exegesis* (Philadelphia: Westminster/ John Knox, 1993), 57.

- *Historical Approach* – By this approach, a student may get back to the past history and evaluate how a doctrine had its origin and who started it. Why started? How this was flourished and how impacted on Christianity down to this day?
- *Problem/ Solution Approach*- This is also known as applied approach. By this approach, serious of problems and their solutions will be treated out.
- *Compare and Contrast Approach* – By this approach, similarities and differences between theologians, doctrines, or churches will be treated.
- *Descriptive Approach* – By this approach, the doctrine or its aspect will be discussed.
- *Analytical Approach* – By this approach, the researchers analyze to make a critical evaluation of the material with already gained information.
- *Conceptual Approach* – This approach is related to abstract ideas or theories. It is generally used by philosophers.
- *Exegetical Approach* – By this approach, exegetical rules will be maintained for establishing the truth. Much of linguistic books are to be consulted, particularly the lexicons of biblical languages (Hebrew, Aramaic and Greek) for treating exegetical issues.

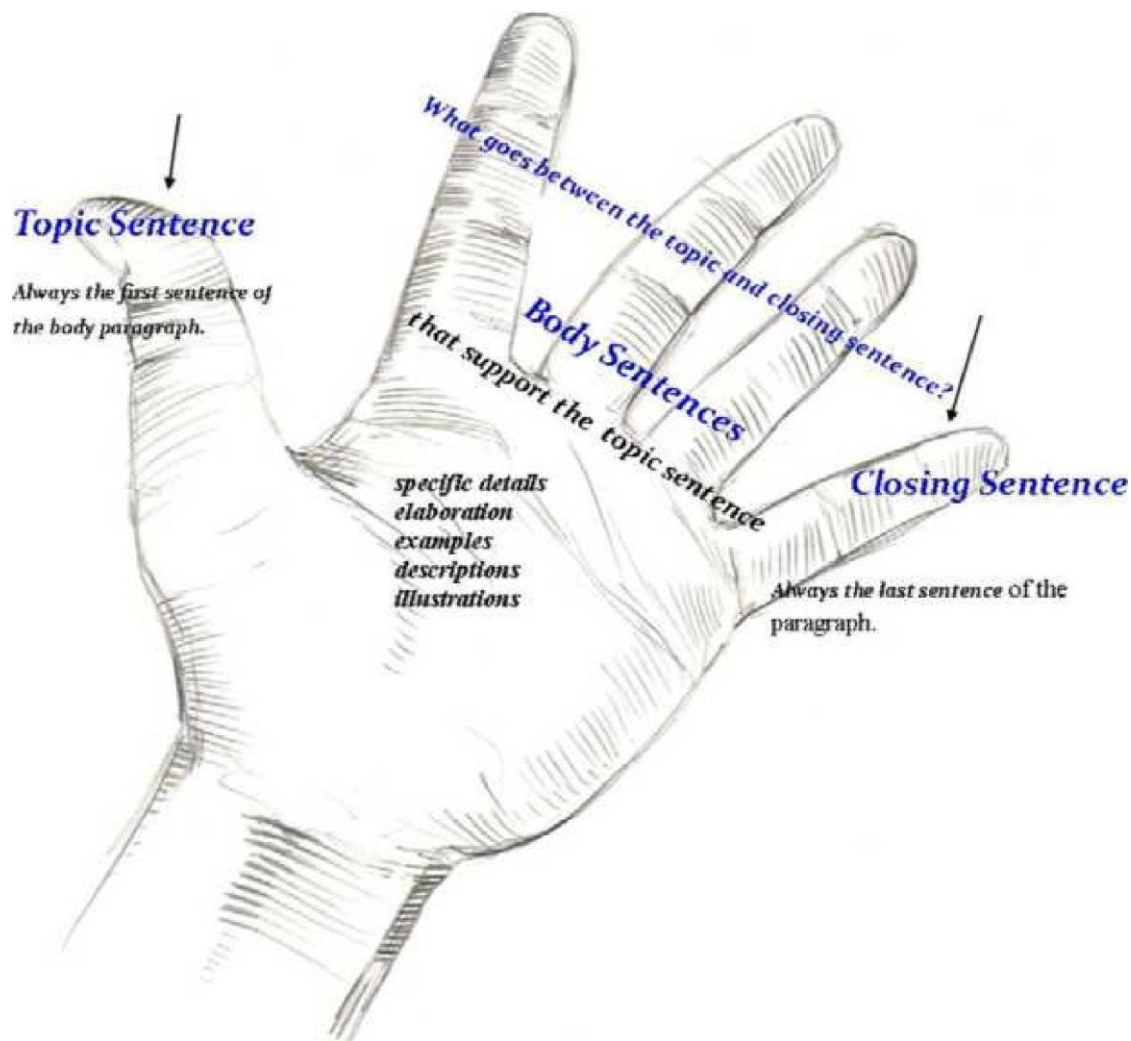
What approach is the best for research? In fact, it is the subject matter of the paper that determines which of these approaches work at best. There is no rule that only one approach must be followed in the papers. If the subject of the paper requires two or more than two of these approaches, still they can be followed by the researcher.

#### Step # 6: Make Up A Rough Draft, And Revise It Again And Again, Make Corrections

On determining the best approach(s) to the research paper, now a student may start writing a paper. In fact, good writing takes concentration and thought, and concentration and thought requires a quite atmosphere. The point here is that the writer needs quite place to work so that he may not be interrupted. Out of good experience similar to many students, this writer has gone through the interruptions of the individuals in varying circumstances. At this point, it was very tough to write a paper. Therefore, set up a time when no one will bring any disturbance and continue doing research work without any interruption. It is also important that students always have a dictionary and thesaurus close at hand. This writer will suggest the students to work on the computer where they may add, edit, delete the words or re-arrange them. It must be kept in mind that the goal now is NOT to produce a final draft but a rough draft. So, no worries! Relax and work! Get better insights on work. Another important point here to be kept in mind is that, *now thinking is more important than grammar. Continue writing the captive thoughts to which a solid literature work can be added later.* Though grammar is important, your thoughts, ideas and logic are the foundation of your paper.

## Paragraph Structure

Topic sentence is a statement of the key point or fact you will discuss in the paragraph. Following this sentence, body sentences are given and finally closing sentence. The body sentences are actually that support the topic sentence. These would be provided by its evidences. These evidences may appear in different forms such as specific details, quotes, statistics, examples, detailed description and illustrations...etc. At the end of the paragraph, there must be a closing sentence which reminds about the topic. Following this a transitional sentence must be given. This sentence helps the readers to move smoothly from one paragraph to another paragraph or one section to another section/ chapter to another chapter. The following picture<sup>4</sup> summarizes these all.



<sup>4</sup> Lisa A. Cooper and Nathan Cooper, 2009 as quoted by Patrick Reilly, *To Students Mentored by Patrick*, 3.

### Step # 7: Learn the Strategies That Improve His Writing Better, Smother and Clearer

It is very important that the students should learn formal presentation. They must *avoid using first and second persons* either to themselves or addressing the readers. Do not use “I”, “We” and “You.” Restructure the sentence while facing the situations such as this. Students also must *use thesaurus so as to avoid unnecessary repetitions*. In this way, students may prove their literature style and presentation of the truth in more formal acceptable form. Student should *avoid using the long sentences*. When a student uses a sentence longer than four lines, then as a general rule, it must be divided into two sentences. Students should *avoid using longer paragraph*. This means when a paragraph exceeds more than a page without any subdivision, it must be logically broken into two paragraphs. Students should *avoid a section exceeding five pages without any divisions*. In this case, he must have employed logically another subheading with proper divisions. It is good to *avoid use of contractions* like isn’t, didn’t, can’t, couldn’t...etc. Students also should *avoid colloquialism or slang expressions*. Avoid informal speech that undermines your writing style. Students also must be careful to *avoid using passive verbs*. Try to *use active voice of verbs* that actually are stronger and more vivid than the passive voice. Look at the following charts for few examples<sup>5</sup>:

#### Active Verbs That Describe Work

Yield	illustrate	illuminate	reveal	employ	mean	suggest
Clarify	indicate	represent	prove	insist	propose	imply
Assert	postulate	consider	infer	state	extrapolate	estimate
Define	classify	invoke	analyze	compare	hypothesize	synthesize
summarize	disagree	generalize	narrate	evaluate	simplify	measure
Note	predict	introduce	report	challenge	delineate	depict
construe	interpret	provide	acknowledge	distinguish	inform	specify
Restrict	determine	detail	sum up	designate	point out	set forth
Deduce	Derive	characterize	guide	maintain	believe	speculate
Present	organize	investigate	assess	determine	calculate	support
Devise	construct	evaluate	attribute	obtain	argue	reiterate

<sup>5</sup> Taken from [<http://www.ems.psu.edu/~schall/Verbs.html>], (accessed May 2015); See also here, [<http://www.owl.net.rice.edu/~cainproj/writingtips/preciseverbs.html>], (accessed May 2015); [<http://career.opcd.wfu.edu/files/2011/05/Action-Verbs-for-Resumes.pdf>], (accessed May 2015); [[https://www.uvic.ca/coopandcareer/assets/docs/corecompetencies/Action\\_verb\\_list\\_infosheet.pdf](https://www.uvic.ca/coopandcareer/assets/docs/corecompetencies/Action_verb_list_infosheet.pdf)], (accessed May 2015).

Active Verbs That Describe Phenomena

discharge	Overlie	emanate	radiate	scatter	exchange	separate
surround	Combine	eliminate	emit	transmit	carry	bombard
Exert	Exude	interact	behave	exchange	absorb	converge
Extend	Constrain	force	elongate	contract	trend	plunge
Occur	Fracture	continue	mix	slow	quicken	produce
Bond	Interlock	fuse	deteriorate	migrate	encompass	access
Traverse	Join	dominate	deposit	underlie	overlap	originate
Isolate	Invade	permeate	evolve	divide	sinter	reclaim
Restore	Abandon	contain	accrue	precede	influence	saturate
circulate	Orient	forecast	distribute	allow	lag	terminate
Activate	Cease	record	form	transect	condense	enrich
Invert	Convert	alter	link	superimpose	rotate	rupture
streamline	Appear	require	ascend	descend	collapse	superpose
crystallize	Bisect	coalesce	disperse	propel	disseminate	cede

It is true that writing skills differs from one person to another person. The caliber of each student, indeed, varies on the style and production of their literature work. Hence, it is acceptable that an individual writer usually varies from country to country and this variation truly interesting about the writer. However, the students must improve their writing skills involved with the following elements<sup>6</sup>:

- *Intellectual Element*: The thought which the writer brings to bear upon aids the subject and which he expresses in his work.
- *Emotional Element*: The feeling which the subject arouses in the author and which in turn the author tries to stimulate in readers.
- *Element of Imagination*: The faculty of strong and intense vision by which he quickens a similar power of vision in readers.
- *Technical Element or the element of composition of style*: The above said three elements combine to furnish the material for literature. The given substance has to be properly moulded and fashioned in accordance with the principles of order, symmetry, beauty and effectiveness. This requires a rhythm, a grammatical structure, logical sequence, pattern of association and images.

With the above said suggestions, the students can improve their strategies in writing skills.

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<sup>6</sup> *Literary Forms: Lessons 1-24* (Class Notes: Annamalai University DDE), 3.



### Step # 8: Arrange Bibliography of Sources Cited/ Consulted Properly In the Alphabetic Order

When a student prepares bibliography, he should follow the rules of bibliography style as given in this paper. After completing this task, he should keep one copy in his research file and another in his desk. The bibliography in a research paper must include only the sources are cited, not consulted. The student on his research journey may come up and consulted with several sources but he must include only the sources which are cited in his paper. Always use the valid sources for research and writing. For class assignments, the student may include all the sources consulted. This is applicable though the students simply titled “Bibliography” for bibliography section. For class papers or research papers, students may use any one of appropriate heading as follows:

#### BIBLIOGRAPHY OF WORKS CITED

#### BIBLIOGRAPHY OF WORKS CONSULTED

### Step # 9: Identify Every Typographical Error and Spelling Mistakes

It is common that typographical errors and spelling mistakes may arise at your paper. It is common for everyone because no one is perfect in doing these things. However, the student must hold responsible for any error arose in his paper. To avoid these mistakes, he must copy the written materials carefully. He also must make sure that the margins, spacing, alignment are confirming the Turabian guidelines with the consultation of this document. He must divide the words properly between lines and divide the sections properly between the pages. He must have used Hebrew and Greek terms with its fonts carefully as found in Hebrew and Greek Bibles. He must also care for his footnotes and bibliography is done well. Along with these,

He must check with the biblical verses, quotations, interpretations...etc, given accurately. He also needs to overlook any theological mistakes in his paper. From the beginning to last, he must have checked well for any other mistakes before submitting his paper.

### Step # 10: Now Make Up A Final Draft For Submission Because One Of The Finest Papers Will Be There

Having done these things, now he is ready to make up a final draft for submission because he is surer for one of the best papers is at his hand! The final draft must be submitted in

two different documents (Front Matter, and Content of the Paper). See samples are given in this paper.

### How To Write PRBS Assignments?

It is true that many of the students wonder how to write a 30 or 40 page paper from the larger content like 500 or 600 pages of a book(s). Indeed, this section answers their questions briefly on explaining what actually PRBS expects from the students on their written assignments.

Research: Much of what is said above needs to be reviewed carefully since all PRBS assignments *involves some research* in the written papers.

- *Prayer*: Puritan Reformed Biblical Seminary expects all their students to approach the text books prayerfully. They should read God's Word with much prayer asking Him to bring out the significance of His word to their lives primarily. Any unbeliever can read the text and understand its *meaning* but cannot understand its *significance*. Hence, PRBS students must seek God's wisdom and Knowledge through prayer before readings.
- *Reading the Textbook*: Have planned for reading schedule and be faithful to do it. A 500 pages can be read in 5 days (5x100) or 10 days (10 x 50). Some who are dedicated for reading may, even, find a shorter time than this, within a week. Carefully read and understand the textbook(s). Along with this, take notes.
- *Take Notes*: This is very important when your reading go on. Compare step # 4, (in research steps) how to accomplish it.
- *Outline the Textbook*: Now, after getting a thorough understanding of textbook(s) material, plan for outline that covers entirety of the subject material. Based on student's own understanding, this outline must be provided by looking at the author's approach to writing or by observation of notes taken by the student.
- *Interaction with the Textbook*: Now, discuss with the textbook(s) with author's ideas and suggestions, his weakness and strengths. Students may also need to use pertinent sources regarding the subject materials for an effective interaction. It would be good at least ten to fifteen books, journals...etc referred on the subject before completing the written assignment. However, PRBS expects students to invest much of their own ideas and suggestions on the author's content and ideas so that they know what to think and how to think in the theological field. Student's interaction should be sound and must be convincing biblically, historically, theologically and exegetically. When they find out some theological/ interpretive issues, it is good to check how other great reformed theologians/ puritans viewed such problems and gave treatment towards them. Students are free to use the modern theological works for citation in their paper(s). For varying

interpretation debates, list all the possible interpretations with its strengths and weakness *briefly*, and approve the one that seems best to biblical view point. However, with their mentors' questions, the student must be answerable to any clarification of the point with the clear explanation and expression of the point.

### The Structure of the Assignment Paper(s)

*Introduction:* All the papers submitted for class assignments should have introduction. Papers submitted without introduction are not entertained at PRBS. Hence, it is important to submit class paper(s) with introduction. What should introduction include? In answer to this question, the following are suggested: a) Introduce what is the subject? and briefly state how this subject was treated by reformers/ puritans in the past centuries. Authenticate the subject with any biblical references/ scholarly quotes/ examples/ illustrations...etc in an appropriate length. c) Comment on the following subheadings: *Importance of This Study* and *Purpose of This study* in an acceptable and appropriate length. Note that introduction to the paper should not exceed two pages.

*Chapters:* While Introduction serves as a first chapter of the paper, two more sections/ chapters can be added to the normal class assignments. In these pages, the student brings his interaction with the textbook as discussing with author's content and ideas. Student must plan for appropriate length of these discussions leaving couple of pages for conclusion of the paper and bibliography.

*Conclusion:* This serves as a separate section or chapter at the end of the paper. Here, the student sums up all that went through his writing, with valid and strong biblical conclusion on the subject matter.

*Bibliography:* (cf. step # 8 of Research steps for more clarification). For class papers or research papers, students may use any one of appropriate heading as follows:

#### BIBLIOGRAPHY OF WORKS CITED

#### BIBLIOGRAPHY OF WORKS CONSULTED

*Page Count:* The total number of pages may exceed two pages on the required pages. But, papers not written the number of pages required will not be acceptable.

## How to Write an Exegetical Paper?

All students at PRBS are strongly recommended to carefully review the following books for doing exegesis: *OT Exegesis* by Douglas Stuart; and *NT Exegesis* by Gordon Fee.

### Guidelines for OT Exegetical Paper

(Taken from Robert Bruce Compton, "Hebrew Exegetical Methods", (Class Notes: Detroit Baptist Theological Seminary, Fall 2013), 9.

#### 1. *Statement of Purpose*

- a) Identify the purpose of the paper. Is the purpose to treat a problem within a passage or simply to discuss the interpretation of a passage?
- b) Indicate which verses are to be treated and what presuppositions are assumed as the starting point or foundation for the paper.

#### 2. *Historical and Literary Context* (steps 3 & 4)

- a) Discuss the identification of author, date, location, recipients, occasion, and purpose for writing. Treat **only** to the extent necessary for interpretation.
- b) Examine the historical, cultural, and geographical setting of the passage **as appropriate** for a proper understanding of the text.

#### 3. *Text and Translation* (steps 1 & 2)

- a) Establish the text. Place the Hebrew text and critical apparatus at the beginning of this section. Divide the text according to its individual clauses (prose) or strophes (poetry).
- b) Explain in footnotes each entry in the critical apparatus of *BHS* and its significance for translation or interpretation. Discuss the **significant** textual issues in the body of the paper and give support for the conclusions reached.
- c) Provide a good, accurate, idiomatic translation of the passage at the beginning of each verse.

#### 4. *Form and Structure* (steps 5 & 6)

- a) Identify both the larger and the more specific genres of the passage. Comment on the *Sitz im Leben* of the specific genre and its significance, if any, for interpretation.
- b) Confirm the limits of the passage. Identify any structural markers that help in setting the boundaries of the passage. This step may be omitted if the passage is a self-contained unit such as a single psalm.
- c) Trace the development of the author's theme and show how the passage contributes to the larger structure as appropriate. Note the use of specific literary forms within the passage.
- d) Discuss the outline the passage based on its structure, theme, and content.

### 5. *Grammatical and Lexical Analysis* (steps 7 & 8)

- a) This section serves as the body of the paper and may incorporate elements from the other steps as needed.
- b) Identify each verse according to its structure. Comment on how each verse contributes to the author's thought or argument. For poetry, comment on the use and significance of the parallelism used by the author.
- c) Discuss the **significant** grammatical and syntactical issues. Note the use of literary devices and discuss **key** words.
- d) The above items should not be treated in isolation. They should be woven together to provide, in effect, an exegetical commentary on the passage. Proceed verse by verse, if interpretation is the intent, or topically, if treating a problem.
- e) What is anticipated is a rigorous application of grammatical and lexical sources to the text, combined with a comprehensive interaction with the commentaries and related works.

### 6. *Biblical and Theological Analysis and Conclusion* (steps 9 & 10)

- a) Comment on the meaning of the passage in its Old Testament context and its use in the New Testament.
- b) Discuss the theological significance of the passage according to the standard categories in systematic theology.
- c) Come to a conclusion as to the meaning and significance of the passage for the church. Distinguish what is normative versus what is descriptive in the application of the passage.

### 7. *Bibliography*

- a) In addition to the resources noted in the syllabus, the student should include research from periodical literature and collected essays.
- b) List only those works that contributed to an understanding of the text or were actually used in the writing of the paper.

### Guidelines for NT Exegetical Paper

(Taken from Robert Bruce Compton, "Greek Exegesis: 2 Peter and Jude", (Class Notes: Detroit Baptist Theological Seminary, Fall 2014), 5

#### 1. *Statement of Purpose*

- a) Identify the purpose of the paper. Is the purpose to treat a problem within a passage or simply to discuss the interpretation of a passage?
- b) Indicate which verses are treated and what presuppositions are assumed as the foundation for the paper.

2. *Historical Context* (Fee's steps 1, 8, 10)

- a) Discuss the identification of the author, date, location, recipients, occasion, and purpose of the epistle. Treat **only** to the extent necessary for interpretation.
- b) Discuss the cultural-social context of the epistle **as appropriate** for a proper understanding of the text.

3. *Text and Translation* (Fee's steps 3, 5, 14)

- a) Establish the text. Place the Greek text and the critical apparatus at the beginning of this section. Explain in footnotes each entry in the apparatus for the passage. Discuss in the body of the paper **significant** textual issues and give support for conclusions reached.
- b) Provide a good, accurate, idiomatic translation of the passage where appropriate.

4. *Literary Analysis* (Fee's steps 2, 9, 11)

- a) Place the passage within the overall and immediate contexts of the epistle. Trace the author's argument and show how the passage contributes to that argument. Note how the passage develops from what precedes and how it prepares for what follows.
- b) Confirm the limits of the passage. Identify any structural markers that help in setting the boundaries of the passage.
- c) Discuss any formal aspects or internal divisions within the passage.

5. *Grammatical and Lexical Analysis* (Fee's steps 4, 6, 7)

- a) This section serves as the body of the paper and may incorporate elements from the other steps as appropriate.
- b) Treat the significant interpretive issues, including the use of syntax, literary devices, and key words. The treatment should include a rigorous grammatical and lexical study of the passage and a thorough interaction with key primary and secondary sources. These sources include grammars, NT introductions, commentaries, theological dictionaries and Bible encyclopedias, lexicons, biblical and systematic theologies, collected essays, and journal articles.
- c) The interpretive issues should not be treated in isolation. These issues should be woven together to provide, in effect, an exegetical commentary on the passage. Proceed verse by verse, if interpretation is the intent, or topically, if treating a problem.

6. *Biblical-Theological Analysis and Conclusion* (Fee's step 12)

- a) Discuss the theological significance of the passage. Indicate how the passage helps in understanding other passages with similar themes. Identify the contribution the passage makes to the various categories within systematic theology?
- b) Come to a conclusion as to the importance of the passage for the Church. Indicate what is normative versus what is descriptive in the application of the passage.

7. *Bibliography* (Fee's step 13)

- a) In addition to the bibliographies in the syllabus, include the sources listed above in 5b.
- b) List only those works that are actually used in the writing of the paper.

### **Few More Instructions on Paper Format/ Style**

Front Matter: Normal Class Assignments will have the following six parts as front matter: Title Page, Copyright page, Abstract, Table of Contents, List of Abbreviations, List of Tables. A Thesis or Dissertation consists of the following ten parts as front matter: Title Page, Blank page, Copyright page, Dedication page, Abstract, Table of Contents, list of Abbreviations, List of Tables, List of Figures, Acknowledgements and declaration page. The back matter of the thesis/ dissertation should have these four parts: Body of Paper, Bibliography, Appendices, and Vita. (For sample of these pages, see, 35 – 45 [class assignments]; 47 – 68 [thesis/dissertation]).

Capitalization of centered Subheadings: Capitalize the initial letters of all words except articles, prepositions, and conjunctions.

Sections and Subsections: Directly, without any text, two section headings cannot be followed. Each heading must have one paragraph. At the bottom of the page, a chapter heading cannot stand alone without any single line/ text.

Chapter Numbers and Titles: The chapter numbers should be only used in Roman Numerals, and chapter titles should only be used in the uppercase letters.

Page Numbers: Page numbers for the front matter of a paper/ thesis/ dissertation must be given centered at the bottom of the page with lower case roman numerals. The content of the paper must include its page numbers at the upper right corner only.

List of Abbreviations: While students are free to abbreviate biblical books or testaments like OT, NT in the paper, these should not be listed in the list of Abbreviations. Preferably, in the list of abbreviations, students may use Bible Versions, Commentaries, Dictionaries, Lexicons, Journals and other appropriate and approved abbreviations. For a more extensive list of abbreviations, see [<http://people.ucalgary.ca/~eslinger/genrels/SBLStandAbbrevs.html>]. See some of them are listed in p. 69ff of this paper. Students also must keep in their mind that they should not use abbreviations of names or titles in the bibliography.

Students also can introduce abbreviations in their papers in parenthesis as follows,

<sup>1</sup>Walter A. Elwell, *Evangelical Dictionary of Theology* (Grand Rapids: Baker Book House, 1987), 186. [Hereafter cited as EDT].

<sup>2</sup>EDT, 186.

Abstract: An abstract “is a capsule statement of the principal areas of investigation, mainlines of argument, and chief conclusions of thesis.” An abstract of the paper should provide a quick glance of the paper. This should be arranged in paragraphs, not exceeding one page. The content of thesis and nature of the problem should be clearly exposed in abstract. (see sample page, 36).

Punctuation in Quotations: It is always confusion for many students whether to include the punctuation inside the quotations or outside. Placing punctuation inside any quotations is an American style. Placing punctuation outside any quotations is an early American and British style. Keep all the punctuations inside the quotations as the American style.

Italics: The students should italicize the names of the books both in footnotes and bibliography, instead of underlining. Textbooks, thesis, dissertations, and unpublished papers can be given in quotation marks instead of Italicizing.

Block Quotations: When the student is quoting exactly more than four lines from a book, this becomes block quotation to which no quotation marks are required. This should be given in single spaced, 10” font size, and be indented ¼ inch from the left margin.

Footnotes and Its Numbering: The first line of a footnote must be indented ½ inch. Footnotes must be given in single spaced, 10” font size. Footnote numbering should be continuing throughout the paper.

Endnotes: Do not use endnotes in PRBS papers/thesis/dissertations.

Parenthetical References: The use of parenthetical references is not allowed.

Scriptural References: References to the Bible passages should follow the passage in the text and should not be footnoted. References along with the scriptural text can be footnoted. Use primary version throughout the paper, and all other versions for reference. The primary version on



quoting the scriptural verse for the first time in the paper will have following statement in the footnotes.

<sup>1</sup>Unless otherwise noted, all scriptural citations are from English Standard Version (ESV).

The other versions should not be footnoted but be given immediately after quoting the text in parenthesis.

Margins: All the papers at PRBS should have one inch margins.

Font and Spacing: All the papers at PRBS should be submitted in Times New Roman font, and the content of the paper should be double-spaced.

## SAMPLE FOOTNOTES AND BIBLIOGRAPHIC ENTRIES

In the following samples, here footnotes are indicated as (F.) and bibliographic entries as (B.). Any book, for the first time, when it is quoted must provide all the information (authors Name, Book Name, Publishing Place, Publishing Agency, Publication year. This is essential only for the first citation. The second citation from the same source does not require all these information but should be quoted with as said in second footnote below. The third citation immediately following the second, could be noted as *Ibid.*

<sup>1</sup>*Ibid.* [for a citation from the same page in the same source]

<sup>2</sup>*Ibid.*, 156. [for a citation from a different page in the same source]

### Single Author

F. <sup>1</sup>Author's First Name Last Name, *Title of the Book* (Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup>Author's Last Name, *Title of the Book*, cited page number(s).

<sup>3</sup>*Ibid.*

B. Author's Last Name, First Name. *Title of the Book*. Publication Place: Publishing Agency, Year of Publication.

Note how this is written

F. <sup>1</sup>Louis Berkhof, *Systematic Theology* (Pennsylvania: The Banner of Truth Trust, 1988), 76.

<sup>2</sup>Louis Berkhof, *Systematic Theology*, 78.

B. Berkhof, Louis. *Systematic Theology*. Pennsylvania: The Banner of Truth Trust, 1988.

**Two Authors/ Three Authors**Two Authors

F. <sup>1</sup>Author # 1's First Name Last Name and Author # 2's First Name Last Name, *Title of the Book* (Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup>Author # 1's Last Name and Author # 2's Last Name. *Title of the Book*, cited page number(s).

<sup>3</sup>Ibid.

B. Author # 1's Last Name, First Name and Author # 2's Last Name, First Name. *Title of the Book*. Publication Place: Publishing Agency, Year of Publication.

Three Authors

F. <sup>1</sup>Author # 1's First Name Last Name, Author # 2's First Name Last Name, and Author # 3's First Name Last Name, *Title of the Book* (Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup>Author # 1's Last Name, Author # 2's Last Name, Author # 3's Last Name. *Title of the Book*, cited page number(s).

<sup>3</sup>Ibid.

B. Author # 1's Last Name, First Name, Author # 2's First Name Last Name, and Author # 3's First Name Last Name. *Title of the Book*. Publication Place: Publishing Agency, Year of Publication.

Note how this is written

- F. <sup>1</sup>D. A. Carson, Douglas J. Moo and Leon Morris, *An Introduction to the New Testament* (Grand Rapids: Zondervan, 1992), 16.
- <sup>2</sup> Carson, Moo and Morris, *An Introduction to the New Testament*, 16.
- B. Carson, D. A., Douglas J. Moo and Leon Morris, *An Introduction to the New Testament* Grand Rapids: Zondervan, 1992.

**Multiple Authors More than Three**

- F. <sup>1</sup>Author's First Name Last Name **and et al**<sup>7</sup>, *Title of the Book* (Publication Place: Publishing Agency, Year of Publication), cited page number(s).
- <sup>2</sup>Author's Last Name and et al. *Title of the Book*, cited page number(s).
- <sup>3</sup>Ibid.
- B. Author #1's Last Name, First Name. Author # 2's Last Name, First Name Author # 3's Last Name First Name and Author # 4's Last Name First Name. *Title of the Book*. Publication Place: Publishing Agency, Year of Publication.

Note how this is written

- F. <sup>1</sup>Johannes P. Louw and et al, eds., *Greek-English Lexicon of the New Testament: Based on Semantic Domains Vol. 1*, electronic ed of the 2nd ed. (New York: United Bible Societies, 1996),33:334 [Hereafter cited as GELNT]<sup>8</sup>
- <sup>2</sup> GELNT, 33:300.

If not abbreviated in parenthesis such as this, then it should be written the following way,

- <sup>2</sup> Louw and et al, *Greek-English Lexicon of the New Testament*, 33:300.
- B. Louw, Johannes P, Nida Eugene A, Smith Rondal B and Munson, Karen A, eds. *Greek-English lexicon of the New Testament: Based on Semantic Domains Vol. 1*, electronic ed. of the 2nd edition. New York: United Bible Societies, 1996.

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<sup>7</sup> This also could be written as – **and others**

<sup>8</sup> GELNT is the abbreviation for *Greek-English Lexicon of the New Testament*. This can be listed in the list of abbreviations.

### **A Book with an Editor Instead of an Author / A Book with a Translator Instead of an Author**

In bibliographies the names should appear in normal order, but are preceded by the full, unabbreviated phrases *Edited by*, *Compiled by*, or *Translated by*.

#### A Book with an Editor Instead of an Author

F. <sup>1</sup>Author's First Name Last Name, *Title of the Book*, ed. editor's Name  
(Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup>Author's Last Name, *Title of the Book*, cited page number(s).

<sup>3</sup>Ibid.

B. Author's Last Name, First Name. *Title of the Book*. Edited by editor's Name.  
Publication Place: Publishing Agency, Year of Publication.

#### A Book with a Translator Instead of an Author

F. <sup>1</sup>Author's First Name Last Name, *Title of the Book*, trans. translator's Name  
(Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup>Author's Last Name, *Title of the Book*, cited page number(s).

<sup>3</sup>Ibid.

B. Author's Last Name, First Name. *Title of the Book*. Translated by translator's Name.  
Publication Place: Publishing Agency, Year of Publication.

#### Note how this is written

F. <sup>1</sup>G. C. Berkouwer, *Sin*, trans. Philip C. Holtrap (Grand Rapids: Eerdmans, 1971),  
100.

<sup>2</sup> Berkouwer, *Sin*, 16.

B. G. C. Berkouwer, *Sin*. Translated by Philip C. Holtrap. Grand Rapids: Eerdmans, 1971.

### Multivolume Work

F. <sup>1</sup>Author's First Name Last Name, *Title of the Book*, 3 vols. (Publication Place: Publishing Agency, Year of Publication), cited page number(s) with volume No.

<sup>2</sup>Author's Last Name, *Title of the Book*, cited page number(s) with volume No.

<sup>3</sup>Ibid.

B. Author's Last Name, First Name. *Title of the Book*. 3 vols. Publication Place: Publishing Agency, Year of Publication.

### Note how this is written

F. <sup>1</sup> Charles Hodge, *Systematic Theology*, 3 vols. (reprint ed., Grand Rapids: Eerdmans, 1995), 3:50

<sup>2</sup> Hodge, *Systematic Theology*, 3:16.

B. Hodge, Charles. *Systematic Theology*. 3 vols. Reprint ed. Grand Rapids: Eerdmans, 1995.

### Separately Titled Volume in a Multivolume work with General Title

F. <sup>1</sup>Author #1's First Name Last Name and Author #2's First Name Last Name, *Title of the Book*, 3 vols. in. 1, trans. translator's Name, in *General Title of the Work* (reprint ed., Publication Place: Publishing Agency, Year of Publication), cited page number(s) with volume No.

<sup>2</sup>Author# 1's Last Name and Author# 2's Last Name, *Title of the Book*, cited page number(s) with volume No.

<sup>3</sup>Ibid.

B. Author # 1's Last Name, First Name and Author # 2's Last Name, First Name. *Title of the Book*. 3 vols. in. 1. Translated by translator's Name. In *General Title of the Work*. Reprint ed. Publication Place: Publishing Agency, Year of Publication.

Note how this is written

F. <sup>1</sup> C.F. Keil and F. Delitzsch, *The Pentateuch*, 3 vols. in 1, trans. James Martin, in *Biblical Commentary on the Old Testament* (reprint ed., Grand Rapids: Eerdmans, 1975), 3:50

<sup>2</sup> Keil and Delitzsch, *The Pentateuch*, 3:16.

B. Keil, C.F. and F. Delitzsch, *The Pentateuch*. 3 vols. in 1. Translated by James Martin. In *Biblical Commentary on the Old Testament*. Rreprint ed. Grand Rapids: Eerdmans, 1975.

**Edition other than First**

F. <sup>1</sup> Author # 1's First Name Last Name and Author # 2's First Name Last Name, eds., *Title of the Book*, Edition No. (Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup> Author # 1's Last Name and Author # 2's Last Name. *Title of the Book*, cited page number(s).

<sup>3</sup>Ibid.

B. Author # 1's Last Name, First Name and Author # 2's Last Name, First Name, ed., *Title of the Book*. Edition No. Publication Place: Publishing Agency, Year of Publication.

Note how this is written

F. <sup>1</sup> Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 6<sup>th</sup> ed. (Chicago: University of Chicago Press, 1996), 100.

<sup>2</sup> Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 6.

B. Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. 6<sup>th</sup> ed. Chicago: University of Chicago Press, 1996.

**Reprint Edition**

F. <sup>1</sup> Author's First Name Last Name, *Title of the Book* (reprint ed., Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup> Author's Last Name. *Title of the Book*, cited page number(s).

<sup>3</sup> Ibid.

- B. Author's Last Name, First Name. *Title of the Book*. Reprint ed. Publication Place: Publishing Agency, Year of Publication.

Note how this is written

- F. <sup>1</sup> D. A. Carson, *Divine Sovereignty and Human Responsibility* (reprint ed., Grand Rapids: Baker, 1994), 200-201.

<sup>2</sup> Carson, *Divine Sovereignty and Human Responsibility*, 16-17.

- B. Carson, D. A. *Divine Sovereignty and Human Responsibility*. Reprint ed. Grand Rapids: Baker, 1994.

**Secondary Source of Quotation**

- F. <sup>1</sup> Author's First Name Last Name, *Title of the Book* (Publication Place: Publishing Agency, Year of Publication), cited page number(s), quoted in Author's First Name Last Name<sup>9</sup>, *Book Name* ((Publication Place: Publishing Agency, Year of Publication), cited page number(s).

<sup>2</sup> Author's Last Name, *Title of the Book*, cited page number(s).

<sup>3</sup> Ibid.

- B. Author's Last Name, First Name, *Title of the Book* (Publication Place: Publishing Agency, Year of Publication), cited page number(s). Quoted in Author's First Name Last Name<sup>10</sup>, *Book Name* ((Publication Place: Publishing Agency, Year of Publication), cited page number(s).

Note how this is written

- F. <sup>1</sup> B. C. Butler, *The Originality of St. Matthew* (Cambridge: University Press, 1951), 20, quoted in Simon J. Kistemaker, *The Gospels in Current Study*, 2<sup>nd</sup> ed. (Grand Rapids: Baker, 1980), 50.

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<sup>9</sup> Primary Source!

<sup>10</sup> Primary Source!

<sup>2</sup> Butler, *The Originality of St. Matthew*, 16-17.

- B. Butler, B. C. *The Originality of St. Matthew*. Cambridge: University Press, 1951, 20. Quoted in Simon J. Kistemaker, *The Gospels in Current Study*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 1980.

### Journal Article

- F. <sup>1</sup>Author's First Name Last Name, "Title of the Article", *Journal Abbreviation* Volume No (Fall Year of Publication): cited page number(s).

<sup>2</sup>Author's Last Name, *Title of the Article*, cited page number(s).

<sup>3</sup>Ibid.

- B. Author's Last Name, First Name. "Title of the Article", *Name of the Journal* Volume No (Fall Year of Publication): cited page number(s).

### Note how this is written

- F. <sup>1</sup> F. F. Bruce, "What Do We Mean by Biblical Inspiration?", *JTVI* 78 (Fall 1946): 120-129.

<sup>2</sup> Bruce, "What Do We Mean by Biblical Inspiration?", 122.

- B. Bruce, F. F. "What Do We Mean by Biblical Inspiration?", *Journal of the Transactions of the Victoria Institute* 78 (Fall 1946): 120-129.

### Online Article/ Electronic Document

- F. <sup>1</sup>Author's First Name Last Name, "Title of the Article", Page No/ Paragraph No [website address], (date of access).

<sup>2</sup>Author's Last Name, *Title of the Article*, cited page number(s).

<sup>3</sup>Ibid.

- B. Author's Last Name, First Name. "Title of the Article", Page No/ Paragraph No [website address], (date of access).



Note how this is written

- F.                   <sup>1</sup> James Dodds, “Exposition of the Apostles’ Creed” 2 [<http://www.reformed.org/documents/index.html>] (accessed on January 6, 2014).
- <sup>2</sup> Dodds, “Exposition of the Apostles’ Creed” 2.
- B.                   Dodds, James. “Exposition of the Apostles’ Creed” 2 [<http://www.reformed.org/documents/index.html>] (accessed on January 6, 2014).

**SAMPLE OF FRONT MATTER (CLASS ASSIGNMENTS)**

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Puritan Reformed Biblical Seminary

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by

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Student ID: XXXXXXXX

HT319 Puritan History I  
Assignment: 1  
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Author : Your Name  
Degree : Doctor of Divinity  
Date : January 2015  
Mentor : XXXXXX

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- a capsule statement of the principal areas of investigation,
- main lines of argument, and
- chief conclusions of your paper.

This should be written in one or two paragraphs not exceeding one page.

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TABLE OF CONTENTS

LIST OF ABBREVIATIONS .....v  
LIST OF TABLES.....vi

Chapter

I. INTRODUCTION ..... 1

II. SECTION TITLE .....3

    Main Centered Subheading.....3  
        Next Level Centered Heading.....3  
        Next Level Centered Heading.....4  
    Main Centered Subheading.....4  
        Next Level Centered Heading.....5  
        Next Level Centered Heading.....5  
    Main Centered Subheading.....6  
        Next Level Centered Heading.....6  
        Next Level Centered Heading.....6

III. SECTION TITLE .....7

    Main Centered Subheading.....7  
        Next Level Centered Heading.....8  
        Next Level Centered Heading.....9  
    Main Centered Subheading.....10  
        Next Level Centered Heading.....11  
        Next Level Centered Heading.....12  
    Main Centered Subheading.....12  
        Next Level Centered Heading.....13  
        Next Level Centered Heading.....13

IV. SECTION TITLE .....14

    Main Centered Subheading.....14  
        Next Level Centered Heading.....15  
        Next Level Centered Heading.....15

Main Centered Subheading.....	16
Next Level Centered Heading.....	16
Next Level Centered Heading.....	17
Main Centered Subheading.....	18
Next Level Centered Heading.....	18
Next Level Centered Heading.....	19
V. CONCLUSION .....	20
BIBLIOGRAPHY .....	21

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## LIST OF ABBREVIATIONS

<i>AJSL</i>	<i>American Journal of Semitic Languages</i>
<i>ANET</i>	James Pritchard, ed., <i>Ancient Near Eastern Texts</i>
<i>BDB</i>	Francis Brown, S. R. Driver, C. A. Briggs, <i>Hebrew and English Lexicon of the Old Testament</i>
<i>BHS</i>	<i>Biblia Hebraica Stuttgartensia</i>
<i>ICC</i>	International Critical Commentary
<i>JBL</i>	<i>Journal of Biblical Literature</i>
<i>JETS</i>	<i>Journal of the Evangelical Theological Society</i>
<i>JTS</i>	<i>Journal of Theological Studies</i>
<i>NICNT</i>	New International Commentary on the New Testament
<i>NIV</i>	<i>New International Version</i> (NT 1973; OT 1978)
<i>TDNT</i>	G. Kittel and G. Friedrich, eds., <i>Theological Dictionary of the New Testament</i>



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LIST OF TABLES

Holy Spirit in Old Testament.....8

Different Interpretations.....20

## **Body of the Paper**

Notice how this part is to be structured at PRBS! Note that what should centered and what should not, and what should be italicized and what should not!

### CHAPTER 1 CHAPTER TITLE

*Major Centered Subheadings*

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Next Level

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CHAPTER 1  
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Always the new chapter begins in a new page. Notice that there is a two inch margin at the top of the paper *only* where the chapter begins. After this, the following pages will have one inch margin at the top of the pages. The chapter title should be given in CAPS with the chapter Number mentioned above the chapter title. Following the chapter title, there should be two blank spaced lines, and then the writing should be started. Chapter headings appear in the CAPS. Usually this paragraph will have introductory statements regarding the topic. Know that no heading should exceed 5 inches. If a heading exceeds this length, divide into two lines in an inverted pyramid, using single spacing.

*Main Centered Subheadings*

All headings are preceded by two blank *single-spaced* lines and followed by one blank *single-spaced* line. *Main Centered subheadings* are always *italicized*. Make sure to capitalize the initial letter of the first and last words and of all words except articles, prepositions, and coordinate conjunctions.<sup>11</sup>

Next Level Centered Headings

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<sup>11</sup>The first line of a footnote must be indented ½ inch. Footnotes must be given in single spaced, 10" font size. Footnote numbering should be continuing throughout the paper. Do not use endnotes in PRBS papers/thesis/dissertations. The use of parenthetical references is not allowed.

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Puritan Reformed Biblical Seminary

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by

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Student ID: XXXXXXXX

PUTDT599 Doctoral Dissertation  
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Name(s)

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Author : Your Name  
Degree : Doctor of Divinity  
Date : January 2015  
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[2” from top]

TABLE OF CONTENTS

LIST OF ABBREVIATIONS .....v

LIST OF TABLES.....vi

LIST OF FIGHURES.....vii

Chapter

I. INTRODUCTION ..... 1

II. SECTION TITLE ..... 2

    Main Centered Subheading..... 2

        Next Level Centered Heading..... 2

            Side Heading..... 3

            Side Heading..... 3

            Side Heading..... 3

            Side Heading..... 3

        Next Level Centered Heading..... 4

    Main Centered Subheading..... 4

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        Next Level Centered Heading..... 5

    Main Centered Subheading..... 6

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III. SECTION TITLE ..... 7

    Main Centered Subheading..... 7

        Next Level Centered Heading..... 7

            Side Heading..... 8

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    Main Centered Subheading..... 10

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    Main Centered Subheading..... 12

Next Level Centered Heading.....	13
Next Level Centered Heading.....	13
IV. SECTION TITLE .....	14
Main Centered Subheading.....	14
Next Level Centered Heading.....	15
Side Heading.....	15
Side Heading.....	15
Side Heading.....	15
Side Heading.....	15
Side Heading.....	15
Next Level Centered Heading.....	15
Main Centered Subheading.....	16
Next Level Centered Heading.....	16
Next Level Centered Heading.....	17
Main Centered Subheading.....	18
Next Level Centered Heading.....	18
Next Level Centered Heading.....	19
V. CONCLUSION .....	20
BIBLIOGRAPHY .....	21

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[2”from top]

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Holy Spirit in Old Testament.....8

Different Interpretations.....20

[2" from top]

LIST OF FIGURES

Paul's First Missionary Journey.....38

Paul's First Missionary Journey.....58



## **ACKNOWLEDGEMENTS**

The student must write on his own experience in research work, and the supports received from others...etc.

## **DECLARATION PAGE**

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Sample Page – B1

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**SAMPLES of APPENDICES**

**SCRIPTURE INDEX****Genesis**

6:12	98
15:6	44
43: 9	46, 49

**Exodus**

5:2	126
7:3, 13	126
33:19	125
34:6	73

**Leviticus**

Lev 16: 21-22	30
---------------	----

**Numbers**

14:18	73
14: 33	46



**PERSON INDEX**

*(This Index does not include biblical persons)*

Aquinas, Thomas	131
Aristotle	25
Arminius, James	28
Augustine	28, 131
Barret, C. K	129
Best, W. E	112
Bullock, C. Hassell	90, 106
Calvin, John	9, 10, 12, 13
Carson, D. A	129
Chaffer, Lewis Sperry	82, 112
Compton, Robert Bruce	71
Doran, David	109, 110, 115
Drunen, David Van	20

Frame, John	19
Gabelein, E	92
Gaffin Jr, Richard B	19
Gordon, Bruce	10
Gromacki, Robert G	63
Hanna, John D	33
Jackson, Dr	39
Keil and Delitzsch	90, 97
Kent Jr, Homer A	83
Kuiper, Herman	115, 116, 119
Lincoln, Andrew T	69, 72, 74
Logan, Samuel	19
Luther, Martin	7, 14, 20, 32, 35
Martyr, Justin	31
McClain, Alva J	75, 78, 120
McCune, Rolland D	75
Melanchthon, Philip	33

Metzer, Bruce M	67
Mock, Dennis J	64
Moo, Douglas	105, 106
Osiander, Andreas	2, 4, 14-16, 21
Owen, John	23, 24, 28, 39, 40, 48, 51, 130
Packer, J. I	111
Pelagius	28
Robins, John W	19
Ryrie, Charles	104
Shepherd, Norman	2, 4, 16-21
Thession, Henry C	113
Van Til, Cornelius	19
Vincent, Marvin R	82
Webster, William	59
Wilkin, Bob	57
William III	16
Witsus, Herman	16

### **CURRICULUM VITAE (CV)**

The last page of dissertation is curriculum vitae (CV) which includes the information of the following: the author's life (birth date, marriage), ordination and/or ecclesiastical membership, education (degrees, dates, thesis or dissertation titles), publications, and academic awards. This page should not be listed in the table of contents.

## ABBREVIATIONS OF COMMONLY USED PERIODICALS, REFERENCE WORKS, AND SERIALS

AARSBLA	American Academy of Religion/Society of Biblical Literature Abstracts
AASOR	Annual of the American Schools of Oriental Research
AB	Anchor Bible
ABD	D. N. Freedman, ed., Anchor Bible Dictionary
ACW	Ancient Christian Writers
ADAJ	Annual of the Department of Antiquities of Jordan
AJA	American Journal of Archaeology
AJAS	American Journal of Arabic Studies
AJBA	Australian Journal of Biblical Archaeology
AJBI	Annual of the Japanese Biblical Institute
AJSL	American Journal of Semitic Languages and Literature
AJT	American Journal of Theology
ALUOS	Annual of Leeds University Oriental Society
AnBib	Analecta biblica
ANEP	J. B. Pritchard, ed., Ancient Near East in Pictures
ANESTP	J. B. Pritchard, ed., Ancient Near East Supplementary Texts and Pictures
ANET	J. B. Pritchard, ed., Ancient Near Eastern Texts
ANF	The Ante-Nicene Fathers
APOT	R. H. Charles, ed., Apocrypha and Pseudepigrapha of the Old Testament
ARE	J. H. Breasted, ed., Ancient Records of Egypt
ASTI	Annual of the Swedish Theological Institute
ATR	Anglican Theological Review
AusBR	Australian Biblical Review
AUSS	Andrews University Seminary Studies
BA	Biblical Archaeologist
BAGD	W. Bauer, W. F. Arndt, F. W. Gingrich, and F. W. Danker, Greek-English Lexicon of the NT
BAR	Biblical Archaeologist Reader
BARev	Biblical Archaeology Review
BASOR	Bulletin of the American Schools of Oriental Research
BASP	Bulletin of the American Society of Papyrologists
BCSR	Bulletin of the Council on the Study of Religion
BDB	F. Brown, S. R. Driver, and C. A. Briggs, Hebrew and English Lexicon of the Old Testament
BDF	F. Blass, A. Debrunner, and R. W. Funk, A Greek Grammar of the NT
BFT	Biblical Foundations in Theology
BHK	R. Kittel, Biblia hebraica
BHS	Biblia hebraica stuttgartensia
Bib	Biblica
BibRev	Bible Review
BIES	Bulletin of the Israel Exploration Society (= Yediot)
BIOSCS	Bulletin of the International Organization for Septuagint and Cognate Studies
BJPES	Bulletin of the Jewish Palestine Exploration Society
BJRL	Bulletin of the John Rylands University Library of Manchester
BJS	Brown Judaic Studies
BK	Bibel und Kirche
BR	Biblical Research
BSac	Bibliotheca Sacra
BT	The Bible Translator
BTB	Biblical Theology Bulletin
CAD	The Assyrian Dictionary of the Oriental Institute of the University of Chicago
CAH	Cambridge Ancient History
CBC	Cambridge Bible Commentary
CBQ	Catholic Biblical Quarterly
CGTC	Cambridge Greek Testament Commentaries

CH	Church History
CHR	Catholic Historical Review
CJT	Canadian Journal of Theology
CQ	Church Quarterly
CQR	Church Quarterly Review
CR	Critical Review of Books in Religion
CTM	Concordia Theological Monthly
CurTM	Currents in Theology and Mission
DJD	Discoveries in the Judaean Desert
DOTT	D. W. Thomas, ed., Documents from Old Testament Times
EDB	L. F. Hartman, ed., Encyclopedic Dictionary of the Bible
EHAT	Exegetisches Handbuch zum Alten Testament
EKKNT	Evangelisch-katholischer Kommentar zum Neuen Testament
EKL	Evangelisches Kirchenlexikon
EncJud	Encyclopaedia Judaica (1971)
EvQ	Evangelical Quarterly
ExpTim	Expository Times
FC	Fathers of the Church
FFNT	Foundations and Facets: New Testament
GKC	Gesenius' Hebrew Grammar, ed. E. Kautzsch, tr. A. E. Cowley
GNS	Good News Studies
GNT	Grundrisse zum Neuen Testament
GOTR	Greek Orthodox Theological Review
GRBS	Greek, Roman, and Byzantine Studies
HALAT	W. Baumgartner, et al., Hebräisches und aramäisches Lexikon zum Alten Testament
HAR	Hebrew Annual Review
HBC	J. L. Mays, et al., eds., Harper's Bible Commentary
HBD	P. J. Achtemeier, et al., eds., Harper's Bible Dictionary
HBT	Horizons in Biblical Theology
HDR	Harvard Dissertations in Religion
HeyJ	Heythrop Journal
HKAT	Handkommentar zum Alten Testament
HKNT	Handkommentar zum Neuen Testament
HNT	Handbuch zum Neuen Testament
HNTC	Harper's NT Commentaries
HR	History of Religions
HS	Hebrew Studies
HSM	Harvard Semitic Monographs
HSS	Harvard Semitic Studies
HTR	Harvard Theological Review
HTS	Harvard Theological Studies
HUCA	Hebrew Union College Annual
HUCM	Monographs of the Hebrew Union College
IB	Interpreter's Bible
IBC	Interpretation: A Bible Commentary for Teaching and Preaching
IBS	Irish Biblical Studies
ICC	International Critical Commentary
IDB	G. A. Buttrick, ed., Interpreter's Dictionary of the Bible
IDBSup	Supplementary volume to IDB
IEJ	Israel Exploration Journal
Int	Interpretation
IOS	Israel Oriental Society
IRT	Issues in Religion and Theology

ISBE	G. W. Bromiley, ed., International Standard Bible Encyclopedia, rev.
ITQ	Irish Theological Quarterly
JAAR	Journal of the American Academy of Religion
JANESCU	Journal of the Ancient Near Eastern Society of Columbia University
JAOS	Journal of the American Oriental Society
JAS	Journal of Asian Studies
JB	A. Jones, ed., Jerusalem Bible
JBC	R. E. Brown, et al., eds., The Jerome Biblical Commentary
JBE	Journal of Buddhist Ethics
JBL	Journal of Biblical Literature
JBR	Journal of Bible and Religion
JCS	Journal of Cuneiform Studies
JDS	Judean Desert Series
JEA	Journal of Egyptian Archaeology
JEH	Journal of Ecclesiastical History
JETS	Journal of the Evangelical Theological Society
JHebS	Journal of Hebrew Scriptures
JHNES	Johns Hopkins Near Eastern Studies
JHS	Journal of Hellenic Studies
JIBS	Journal of Indian and Buddhist Studies
JIPh	Journal of Indian Philosophy
JJS	Journal of Jewish Studies
JNSL	Journal of Northwest Semitic Languages
JPOS	Journal of Palestine Oriental Society
JPSV	Jewish Publication Society Version
JQR	Jewish Quarterly Review
JQRMS	Jewish Quarterly Review Monograph Series
JR	Journal of Religion
JSJ	Journal for the Study of Judaism in the Persian, Hellenistic and Roman Period
JSNT	Journal for the Study of the New Testament
JSNTSup	Journal for the Study of the New Testament—Supplement Series
JSOT	Journal for the Study of the Old Testament
JSOTSup	Journal for the Study of the Old Testament—Supplement Series
JSP	Journal for the Study of the Pseudepigrapha
JSS	Journal of Semitic Studies
JTC	Journal for Theology and the Church
JTS	Journal of Theological Studies
LB	Linguistica Biblica
LCC	Library of Christian Classics
LPGL	G. W. H. Lampe, Patristic Greek Lexicon
LQ	Lutheran Quarterly
LSJ	Liddell-Scott-Jones, Greek-English Lexicon
NICNT	New International Commentary on the New Testament
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NIGTC	The New International Greek Testament Commentary
NJBC	R. E. Brown et al., eds., The New Jerome Biblical Commentary
NovT	Novum Testamentum
NPNF	Nicene and Post-Nicene Fathers
NTTS	New Testament Tools and Studies
OTP	J. H. Charlesworth, ed., The Old Testament Pseudepigrapha
PAAJR	Proceedings of the American Academy of Jewish Research
PEQ	Palestine Exploration Quarterly
PSTJ	Perkins (School of Theology) Journal
PTMS	Pittsburgh (Princeton) Theological Monograph Series

QDAP	Quarterly of the Department of Antiquities in Palestine
RANE	Records of the Ancient Near East
SBA	Studies in Biblical Archaeology
SBT	Studies in Biblical Theology
SHT	Studies in Historical Theology
SJLA	Studies in Judaism in Late Antiquity
SJT	Scottish Journal of Theology
STDJ	Studies on the Texts of the Desert of Judah
TCGNT	B. M. Metzger, A Textual Commentary on the Greek New Testament
TDNT	G. Kittel and G. Friedrich, eds., Theological Dictionary of the New Testament
TDOT	G. J. Botterweck and H. Ringgren, eds., Theological Dictionary of the Old Testament
TEV	Today's English Version
TSSI	J. C. L. Gibson, Textbook of Syrian Semitic Inscriptions
TynBul	Tyndale Bulletin
UBSGNT	United Bible Societies Greek New Testament
WBC	Word Biblical Commentary
WDB	Westminster Dictionary of the Bible
WHAB	Westminster Historical Atlas of the Bible
WHJP	World History of the Jewish People
WTJ	Westminster Theological Journal