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APPENDIX A: SBL, Society of Biblical Literature: Biblical citations .................. 16
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APPENDIX B: Sample Title Page .................................................................. 16
The standard writing and citation style manual used at Regent College is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. (2013). Turabian’s work is a modified version of the Chicago Manual of Style (16th edition).

The following information is drawn from Turabian. Unless otherwise directed by a professor, students at Regent College are to follow Turabian. Individual professors may add to, or adjust, some of the specific details or may substitute other citation formats. If in doubt, check with the TA or professor.

**A: CONTENT AND STRUCTURE**

**Thesis statement:**
In the paper you are expected to construct an argument (a thesis, a position to ‘defend’) which will lead towards the paper’s conclusion.

A thesis statement **summarizes** the overarching argument of the paper in one-to-three succinct, propositional sentences (i.e. sentences with a subject and a verb) in the introductory paragraph at the beginning of the paper. A thesis statement **helps focus** the paper on the most important issues. A thesis statement can be as straightforward as: “The thesis of this paper is ….”

**NOTE:** Some writing guides refer to the thesis statement as ‘an hypothesis’ or ‘claim’. These are different terms but convey a similar aim: a way to succinctly state what the paper will be about or seek to ‘prove’ through research.

**Structure:**
Structure the paper by making an outline **before** you start to write.

An outline will help:
- Identify and chart how the argument (thesis) of the paper should proceed through to its conclusions
- Ensure that each section and subsection of the paper does, in fact, support the thesis statement.

The paper will include factual information based on your research but it needs to do more than just list or report this information. The information needs to be ‘tied together’ in the form of an argument (position you take) on the topic.

The thesis statement tells the reader what your position (argument) will be; the body of the paper is based on the outline, and which shows a logical progression of ideas (supported by your research) to the paper’s final conclusion.

**B: STYLE**

The aim of graduate education is not only to help students towards a better grasp of subject matter discussed in any particular class, but also to help (as necessary) in improving academic writing skills. Academic writing skills are important in helping to improve precision and clarity of thinking on subjects.

The following guidelines are offered with this in mind. [Points numbered below (e.g. B1) allow easy identification of problems in papers. Some professors may use this numbering system.]

**Courtesy and Respect [B1 – B3]**

As outlined in the Academic Catalogue, Regent College is a Christian academic community that takes relationships seriously, seeking to understand and live these relationships in light of our Biblical and theological commitments. The College welcomes students as varied as the whole people of God and seeks to create an environment in which students feel safe to engage in courteous and respectful conversation in the pursuit of truth, as we seek to be formed and reformed by the Scriptures. As the
people of God, we also have the further responsibility to extend courtesy and respect to those who are outside our community. Among the implications of these commitments are the following:

**B1: Gender neutral**
Recognizing that the English language continues to change, and words like “man,” “men,” and “mankind,” once intended to be inclusive of both genders, are now perceived as painfully exclusive. It is a commitment of the Regent community to prayerfully pursue in all our speaking and writing such goals as the:

- Achievement of thoughtful awareness of both genders in our use of language,
- Use of illustrations using examples from both genders, and
- Avoidance of stereotypical representations of either gender.

In written work we encourage students to work towards “bias-free language” (see Chicago Manual of Style [16th edition], 5.222), as a mark of our love and respect for our neighbours and out of a desire that both genders should feel included in our discourse and neither should feel excluded by it.

**B2: Equitable treatment**
All persons and views discussed in written (as in oral) presentations should be fairly represented and assessed. It is all too easy in argument to set up “straw men and women” whose views and opinions, inadequately represented, are then easily dismissed. It is a matter of integrity that this should not be a feature of our discourse.

**B3: Plagiarism & Cite to Avoid Plagiarism**
Original ideas, factual information, and literary expression (such as organizational structure or vocabulary usage) are considered intellectual property and are protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book, a computer file, an essay, or a publicly presented paper).

The 10 most common types of plagiarism [ranked in order of severity of intent] are:

1. Submitting another’s work, word-for-word, as one’s own.
2. Submitting work that contains significant portions of text from a single source without alterations, quotation marks, or citation.
3. Changing key words and phrases but retaining the essential content of the source.
4. Paraphrases from multiple sources, made to fit together, without citation.
5. Borrowing generously from the student’s previous work without citation (self-plagiarism).
6. Combining perfectly cited sources with copied passages without citation.
7. Mixing copied material from multiple sources, without quotation marks or citation.
8. Including citations to non-existent sources, or citations with inaccurate information about sources.
9. Including proper citation to sources in a paper that contains almost no original work.
10. Including proper citation, but relying too closely on the text’s original wording and/or structure.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. See sections on citation [B9-14] for more information on how to cite sources properly. [Source. *What is Plagiarism?* Retrieved July 2, 2014, from www.plagiarism.org.]

**NOTE:** Plagiarism is considered academic fraud. Please ensure that you have read and understood the Regent College policy on Academic Integrity at www.regent-college.edu/current-students/academic-catalogue/integrity-probation-appeals and have composed all written work in careful consideration of the policy.
When Do I Need to Cite?
You need to cite whenever you borrow words, ideas, or factual information, you need to acknowledge their source. The following situations almost always require citation.

Whenever you:
- Use quotes,
- Paraphrase,
- Use an idea that someone else has already expressed,
- Make specific reference to the work of another,
- Someone else’s work has been critical in developing your own ideas.

When Do I Need to Quote (use quotation marks)?
You need to use quotation marks when taking the exact words from an original source; this is called quoting. You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make. If you want to borrow an idea from an author, but do not need his or her exact words, you should paraphrase instead of quoting.

Paraphrasing involves more than just replacing certain key words and phrases – the structure of the work, or literary style of the original author, should also be altered.


General Format [B4 – B11]

B4: Pagination
Pagination of the paper must begin with page 1 starting on the body of the paper not the title page. Page numbers must be indicated in the header, top right-hand corner

B5: Title Page
The title page should contain the following information:
- Title of the paper,
- Your name and student number,
- Name of the instructor [correctly spelled!],
- Course number and title,
- Semester and year,
- Number of words that the paper contains, including all footnoted material but excluding the bibliography.

See sample title page at the end of this document [Appendix B]

B6: Fonts, margins, spacing
Papers are to be double-spaced with one-inch (2.54 cm) margins on all sides, using 12-point Times New Roman font. Left justified / alignment only. Do not align on both left and right margins, since this introduces uneven spacing between words.

B7: Headings, sections
While it may enhance the readability of lengthy papers to subdivide them into sections with headings, avoid dividing the paper into too many sections (e.g. a page each section). Papers under 15 pages should not be divided by heading; use transitions within the paper itself.
B8: Table of contents
Do not include a table of contents.

B9: Footnotes, endnotes
Most professors prefer footnotes to endnotes. Unless specifically instructed otherwise, always use footnotes; do not use endnotes.

Footnotes are used for following purposes:
- To indicate the exact source of quotations; for citations,
- To acknowledge dependence on or indebtedness to others for opinions or ideas
- To give the authority (source) for a fact that the reader might be inclined to doubt.
- To provide information which, if included in the essay, would interrupt the flow of the argument.

NOTE: A footnote may not always be required because some facts are simply a matter of common knowledge and generally accepted as true. For example Karl Barth’s year of birth in 1886 does not to be footnoted.

B10: Footnotes, location
A footnote almost always appears at the end of a sentence (often at the end of a quotation). ONLY place footnotes in the middle of a sentence if the reference in the footnote becomes ambiguous by placing it at the end of the sentence.

B11: Footnotes, numbering
Footnotes should be numbered consecutively through the body of the paper.

NOTE: Set your word processor defaults so that footnotes are complete on the page to which they refer. (i.e. a footnote is not to continue on the next page)

Citation and Reference Formats [B12 – B14]

NOTES:
- The following Turabian formats must be followed exactly (i.e. including the order, commas, quotation marks, italics, capital letters, abbreviations, method of referencing place and publisher, etc.)

- Some instructors may prefer citations in the body of the paper to be included as parenthetical citation [e.g. (Packer 1995)] rather than in footnotes. Confirm preference with the instructor or TA. This guide includes examples of footnotes. Refer to Turabian Chapter 18 for formatting parenthetical citations.

- If the source is found in electronic format AND is also available in a print format (i.e. with all page numbers, etc.), then the citation format can be for a ‘print’ source.
  - In other words, if the online version is a PDF complete with page numbers and ‘looks’ like the electronic version of the hard copy / print format then the citation can be formatted as a ‘print’ source. {As in point b. Articles in Journals, Magazines, or Periodicals [Print format] below.}

- If an electronic version of the item is available AND the electronic version does NOT include all the information expected in a normal citation (e.g. page numbers), then the electronic source should be named (e.g. Accordance, Academic Search, ATLA Religion
If a student wants to cite Web content (and not just an electronic version of a work available in hard copy), then the full URL and "accessed on DATE" needs to be included. (See point h. Internet or Web Source [not an electronic format journal article] below.)

B12: Footnote Citation Format

a. Books

NOTE:
• Title of books and journals should be italicized.
• Titles of articles and unpublished works (including these) should be placed within “quotation marks.”

General Format

[indent 3 spaces] [footnote number period] [First Name Last Name comma] [Title with Capitals and Small Letters, italicized no punctuation] [Open Parenthesis Place of Publication colon Publisher’s Name comma Date of Publication Closed Parenthesis comma] [Page numbers period]


b. Articles in Journals, Magazines, or Periodicals [Print format]


c. Articles in Journals, Magazines, or Periodicals [Electronic format]


d. Article (or Chapter) in an Edited Work

e. Articles in an Encyclopedia or Dictionary (Turabian “Reference Works”)


f. Book Reviews


g. Unpublished Theses and Dissertations


h. Internet or Web Source [not an electronic format journal article]


B13: Footnote Citation Details: Short forms, Ibid. and Exceptions

a: Short forms
When the same source is cited more than once, after the first full footnote citation to a particular work, a shortened version should be used. For example (as per above citations):

1. Moltmann, Crucified, 15. OR
1. Moltmann, 15.

2. Coalter et al., Vital Signs, 49.

3. McKim, How Karl Barth, 23.


6. Ruether, Mother Earth, 2:200-203

7. Clouse, “Millennium.”

b: Ibid.
Use “Ibid.” (meaning “in the same place,” and written without italics) when quoting the same page from the same book in the very immediately previous footnote. For example:


4. Ibid.

c: Ibid., page number
Use “Ibid.,” (note the comma!) followed by a page number when quoting a different page from the same book in the very next footnote:


4. Ibid., 56.

d: Idem
In Turabian 8th edition it indicates the use of “idem” (meaning “by the same author”) has “fallen out of favour, so avoid all Latin citation terms except one —*ibid.*” (16.4.2)

e: Abbreviations, biblical books
For abbreviations of Bible books, follow the format of the Society for Biblical Literature. [See Appendix A]

B14: Bibliographies / Works Cited (Reference List)

What is the difference between a “Bibliography”, “Works Cited”, and “Works Consulted”?

- **Bibliography:** A “Bibliography” is a list of all of the sources you have read in the process of researching your work. A bibliography is drawn from the sources used in your footnotes, plus other works you have read during the research phase of your paper.

- **Works Cited** (formerly known as a Reference List) is a list of all the works from which you have borrowed material. This typically replaces both footnotes/endnotes and a bibliography. A Works Cited list is comprised of references to those items actually cited in the paper.

- **Works Consulted:** A “Works Consulted” page is a complement [a supplement] to a “Works Cited” page, which list all of the works you used, whether they were useful or not.

**NOTE:** An instructor may use these terms interchangeably BUT standard practice at Regent College is to:

- **Cite ALL** sources in footnotes,
- **Compile** the Bibliography FROM sources cited in the footnotes, and
- **Include** additional sources **ONLY IF** they have been **extensively used** by way of background material for your paper. The preference for these additional sources is to cite them within the paper to ensure they are included in the Bibliography.

Essentially ‘standard practice’ at Regent College combines aspects of a Bibliography and Works Cited. However, it is recommended that students confirm with the instructor that this is what the instructor will be expecting. **If an instructor wants in-text citations** (author-date format), also known as ‘parenthetical citations’, refer to Turabian Chapters 18 and 19.
**Formatting a “Bibliography”:**

- A Bibliography (or Works Cited List) should begin on a **separate page** at the end of your paper and be arranged in alphabetical order by author’s last name.
- **Do not** number the various items of your bibliography or reference list.
- **Multiple entries** by the same author are organized alphabetically by title.

**NOTE:**

- Entries in the bibliography are formatted different than either in a footnote or Works Cited list (both in order and punctuation). The following examples are formatted for a Bibliography.

  [Follow the forms below exactly, including capitalization, italicization of titles of book, indentations and all punctuation as shown.]


**Sample Bibliography:**


Professors understand that you spend a great deal of time writing the paper, and that many students do not have English as a first language, but please give serious attention to writing in good [grammatically correct] English, and take the extra time to proofread your paper (or trade with a friend).

HINTS:
- Reading your paper out loud will often indicate where there are problems.
- *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* by Lynne Truss is an entertaining and useful book that can help identify and avoid some common grammatical errors.

B15: "Contractions" also known as "Elided forms"
Use the full words rather than the elided / contracted form
- E.G. Use “do not” rather than “don’t”; “can not” instead of “can’t”; “is not” for “isn’t”

B16: Split infinitives
- A split infinitive happens when one (or more words) is included between the infinitive marker “to” and the verb itself.
- For example in the phrase “to boldly go where no one has gone before” a ‘split infinitive. The proper grammar would be “boldly to go” or “to go boldly,” but not “to boldly go.”

B17: Misplaced quotation marks or footnote numbers
- Closing quotation marks
  - Always go after periods and commas,
  - Always go in front of semi-colons
  - Go after question marks and exclamation marks if these are part of the quotation, but
  - In front of them if they are not part of the quotation.
- Use single quotation marks for quotes within quotes.
- Footnotes always go after all the punctuation.

Examples:
- “It would be incoherent to live … in the presence of God,” says Brümmer, “if I were to deny that there really is a God in whose presence I live.”
- The scholar insisted: “According to Luther the ‘law of God … is not able to bring man to righteousness.”
- The cries of “Long live the king!” echoed down the broad avenues.

B18: Misplaced apostrophes
- Do not confuse “its” (as in “its purpose”) with “it’s” (= the contraction of “it is,” as in “it’s a fine day”);
- Ensure that possessives are correctly indicated
  - E.G. “the two sisters’ brother” and “my sister’s brother”
B19: Absent apostrophes
- There is a common misunderstanding that apostrophes are no longer necessary. For example instead of correctly including the apostrophes (as in “the two sisters’ brother” or “my sister’s brother”) students write “the two sisters brother” and “my sisters brother”.
- Please note apostrophes are required.

B20: Use of commas
- Commas are not sentence-decoration (i.e. they cannot be included into a sentence just anywhere).
- Please ensure that they are correctly placed in order to enhance the clarity of your prose
  NOTE: Reading the paper aloud will help indicate where the commas should go; commas are usually placed where you would take a pause in reading the text out loud.

B21: Run-on sentences
- Running separate sentences together as if they were one is known as a ‘run-on sentence’
- For example:
  - Incorrect grammar “Wellhausen believed that there are four sources, they have been identified since his time as J, E, D, and P”.
  - Correct grammar “Wellhausen believed that there are four sources. Since his time, these sources have been identified as J, E, D, and P”.

B22: Spelling
- Use the spell-checker built into your word processing program.
- A spell-checker is NOT a guarantee that all the words are correctly spelled but a spell-checker will help.
- A spell-checker it will not tell you when you have chosen a word that does exist in English, but is not the correct word in your current sentence.
  - For example “form criticism compliments source criticism”; the correct word should be “complements”.

B23: Correlation: absence of correlation between subject and verb
For example in the sentence below there is no clear correlation (relationship) between the main part of the sentence and the content between the commas.

“Wellhausen, reflecting on previous work on the Pentateuch by scholars such as Astruc and De Wette, argues that we find four sources in this section of the Old Testament”

B24: Word limit
- Adhere to the stated word limit on papers and assignments
- Footnotes are included in the word count,
- Bibliography and material on the cover page are NOT included in the word count
- Some professors may require submitted work that . . .
  - Exceeds the specified length by more than 10% according to a computer word-count or by 5% according to a manual word-count, AND/OR
  - Fails to include the word count on the cover page of the assignment . . . to be returned to the student, without grading, for revision.
One final note about research sources:
Much of your research will be based in print sources (books and journals).
A large number journal articles are available in electronic format and can be accessed through subscription databases.
The Internet itself includes both freely accessible content (on the “Web”) and sources which require usernames and passwords to access (i.e. subscription databases).
There are many reliable Web (Internet) resources BUT ALL research sources (whether the material is found in print or online sources) MUST be evaluated for reliability and academic credibility.
The Allison Library has two useful guides on evaluating print and Web content:

- **Evaluating Print Sources** [http://allisonlibrary.regent-college.edu/help/research-guides/evaluating-print-sources](http://allisonlibrary.regent-college.edu/help/research-guides/evaluating-print-sources)
- **Evaluating Web Sources** [http://allisonlibrary.regent-college.edu/help/research-guides/evaluating-websites](http://allisonlibrary.regent-college.edu/help/research-guides/evaluating-websites)

C. GRADING SCHEDULE

**Letter Grade Standing Explanation Grade Point**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>First Class Excellent Work</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Work</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Second Class Good Work</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good Work</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Passable Work</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Pass</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>
D. POLICY ON “ASSIGNMENT REQUIREMENT”

Late Submissions and Extensions
It is an important aspect of preparation for life after Regent that students learn to plan and use their time effectively so as to meet deadlines, and also learn to work within the parameters set for written work. The Professors’ ability to organize their working week, to be prompt with grading, and to be fair to all students in the class, depends on students adhering to deadlines.

Extensions are not granted except where circumstances arise which, in the professor’s (or, in the case of extensions for final term papers longer than seven days, the registrar’s) view, could not reasonably have been foreseen and which are sufficiently serious to warrant an exception to the rule. To put this another way, the granting of an extension is always a highly unusual event contingent on other highly unusual events.

Therefore:

1) All papers (assignments) must be submitted on time and in conformity with all specified parameters;

2) Professors do not accept as “work submitted on time” any paper that is not submitted in accordance with instructions; or, where permission is given for late submission, submitted through the Regent College reception desk and date-stamped by the office staff accordingly;

3) Students requesting permission to submit a paper late must speak with the professor of record prior to the submission date. The professor may, at his or her discretion, allow for a deferment (extension) based on a valid reason for lateness. Any extension longer than one week of an announced deadline for a final term paper must be arranged through the registrar’s office.

All late papers may be penalized unless,

- An acceptable reason for lateness (such as illness) has been provided to the professor and
- Permission for late submission has been approved by the professor in advance.

Many professors use the following system for penalizing late papers:

- Papers that are between one and two days late (inclusively) shall be penalized one grade point (e.g., B+ will become a B),
- Papers between three and four days late shall be penalized two grade points (e.g., B+ will become a B-),
- Papers between five and seven days late shall be penalized an entire letter grade (e.g. B+ will become a C+).

Professors shall not accept for grading any final term paper that is submitted more than seven days late without an extension form from the registrar’s office indicating that proper arrangements had been made with the registrar by the student.

CAVEAT:

- This writing guide is NOT a policy statement.
- Individual professors may adopt it for use in their classes.

E. GRAMMATICAL CORRECTIONS - SYMBOLS
To change a letter or a word
   make
   they earn money
   list
   to boldly state
   receive
   to receive for pay
   trial
   realm
   lead
   be a guest
   over each
   self knowledge
   essential corrections
   essential corrections
   emphasize

To change lower case to small capitals
   unesco

To close up space
   unesco

To insert space
   UNESCO

To change to italics
   UNESCO

To change italics to roman
   ends here. Next

To change to bold type
   discussion ends here.
   in the next lecture

To change lower case to large capitals
   discussion ends here.
   In the next lecture

To change lower case to small capitals
   discussion ends here.
   In the next lecture

To change small capitals to lower case
   discussion ends here.
   In the next lecture

To change large capitals to lower case
   discussion ends here.
   In the next lecture

To start a new paragraph
   discussion ends here.
   In the next lecture

To insert a space between sections
   discussion ends here.
   In the next lecture

To run on the next paragraph or section
   discussion ends here.
   In the next lecture

Changes of punctuation

To insert:

   full stop
   colon
   semicolon
   comma
   apostrophe
   quotation marks
   superscript
   subscript
   hyphen
   dash

   stops
   namely
   party
   break
   John
   It is 1
   according to Mark
   H2O
   credit worthy
   then away

To cancel an alteration made in error
   There is no mistake.
APPENDIX A: SBL, Society of Biblical Literature: Biblical citations

NOTE: the format for citing Biblical literature is based on the SBL format as listed below (from the SBL website http://www.sbl-site.org/assets/pdfs/sblhs_ss92804_revised_ed.pdf)

1.2 Biblical Citations (SBLHS 8.2)

Citations of modern Bible versions do not require publisher’s information in either footnotes or bibliography; instead, use standard abbreviations for the Bible version (e.g., NRSV, RSV, NIV, NASB; see SBLHS 8.2). If citing scripture from a single version, include the abbreviation of the version following the chapter and verse on the first scripture reference only. When citing more than one version in a paper, include the version after each citation.

"Now Ahab had seventy sons in Samaria" (2 Kgs 10:1 NRSV).

When citing specific chapters and verses, use the standard abbreviated titles of biblical books provided in SBLHS 8.3.1–3. If a biblical book is the first word of the sentence, do not abbreviate the title. Also, when referring to the book as a whole or a person with the same name as a biblical book, do not abbreviate.

Right:
Revelation 3 begins with the letter to the church in Sardis. We know little about the historical Habakkuk.

Wrong:
Rev 3 begins with the letter to the church in Sardis. We know little about the historical Hab.

Cite Bible verses with chapter and verse(s) using Arabic numerals separated by a colon. Do not write out the numbers.

Right:
John 5:8–9

Wrong:
John chapter five verses eight and nine.

When citing multiple passages, list the abbreviated title of each new biblical book followed by the chapter number and colon, with all verses in that chapter separated by a comma and space. Asemicolon should separate references to subsequent chapters or books. Do not include the conjunction “and” or an ampersand (&) before the last citation. List passages in canonical and numerical order.

Right:
Matt 2:3; 3:4–6; 4:3, 7; Luke 3:6, 8; 12:2, 5; Acts 15:1–5; Rom 1:8–12

Wrong:
Luke 3:6, 8; Luke 12:2; Matt 2:3, 3:4–6; 4:3; Luke 3:6, 8 and 12:2; Rom 1:8–12; Matt 2:3; 4:3, 7; 3:4–6

APPENDIX B: Sample Title Page
REGENT COLLEGE

[TITLE (TWO LINES DOUBLE SPACED IF LONG)]

AN ESSAY IN
[COURSE NUMBER] PREPARED
FOR [PROFESSOR’S NAME]

BY
[STUDENT NAME]
[STUDENT NUMBER]

VANCOUVER, BRITISH COLUMBIA
[DATE]

Word Count: _____