Andrews University
Standards for Written Work

Thirteenth Edition

Recommendations and Requirements
of All Departments and Programs
of the University

Revised and edited by Bonnie Proct W*J6W* 0

School f Guat ties and Research
Berrien prings,ichigan
2015

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Abbreviations.....

Chapter 1

GENERAL INFORMATION

This manual is intended as a guide in writing term papers, research projects, theses, doctoral dissertations, and any other written work in connection with course work or degree requirements. Insets forth format requirements that are unique to Andrews University. Individual departments of the University may have additional requirements or may specify requirements in greater detail. You must counsel with your adviser and/or guidance committee concerning any special departmental requirements that may apply. All projects, theses, and dissertations should be prepared in the format specified in this manual and in accordance with those special requirements.

STYLE VS. FORMAT

Many students ask, What is the difference between style and format?

Style dictates such matters as whether to use footnotes or in-text references, whether to write numbers as words or figures; capitalization rules, and whether a bibliography or reference list is produced. At the beginning of writing, you and your adviser and/or committee must agree on the style to be used; that style must be followed throughout the paper.

Andrews University requires a certain format for all papers, dissertations, and theses (regardless of style chosen), which includes (1) margins and spacing, (2) the placement and layout of preliminary pages, (3) placement of page numbers, (4) subheads, and (5) how to display tables and figures.

FONTS, PAPER, AND PRINTING

Fonts similar to Times New Roman, New Century Schoolbook, and Courier are acceptable. A serif rather than a sans serif typeface (such as Arial) is preferred. The size of the type should range between 10 and 12 points. Do not use a compressed typeface or any settings on your system that would decrease the spacing between letters or words. The default settings are normally acceptable. The final paper must comply with all the rules regarding format (margins, spacing, and page number placement).

All text is double spaced on one side of the paper with footnotes single-spaced. Draft versions of theses and dissertations may be printed on multipurpose paper. Final copies of research projects, theses, and doctoral dissertations must be printed on high-quality, acid-free paper ? 20# with at least 25 percent cotton rag content ? to assure a longer shelf life. This quality paper is neither demanded nor recommended until the very final copy.

Students with a short thesis or dissertation may find that it is more economical to print the required number of copies themselves rather than to submit a digital file to the dissertation secretary (which will then be printed by $ Q G U H Z V 8 Q L Y H U) V LWWLQ\ ZLWK DQ\ ZRUNV &RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ&RQ convert these to black text. Convert your electronic file to a PDF, which will embed fonts and preserve graphics at a print-quality resolution.

RECOMMENDED STYLE GUIDES

Before writing, supply yourself with the style guide recommended by your department or program. In matters of format not specified in *Standards for Written Work*, conform to the specifications of the manual prescribed (and possibly amended) by your department.

Departments	Guide Recommended: Most Recent Edition
Accounting, Economics, and Finance	Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff (Chicago: University of Chicago Press, 2013).
Agriculture	Turabian; see above for details.
Architecture, Art, and Design	Turabian; see above for details.
Aviation	Turabian; see above for details.
Behavioral Sciences	American Psychological Association, *Publication Manual of the American Psychological Association*, 6th ed. (Washington, DC: American Psychological Association, 2010).

Information Systems	
Mathematics	Committee of the AMS, *A Manual for Authors of Mathematical Papers* (Providence, RI: American Mathematical Society, 1966).
Medical Laboratory Sciences	APA, *Publication Manual*; see above for details.
Music	Turabian; see above for details; or Kathleen Dugdale, *A Manual of Form for Theses and Term Reports* (Bloomington, IN: Indiana University Bookstore, 1962).
Nursing	APA, *Publication Manual*; see above for details.
Physical Therapy	American Medical Association *Manual of Style* (New York: Oxford University Press, 2007); or the specific journal you are submitting to.
Physics	American Institute of Physics, *Style Manual* (New York: American Institute of Physics, 1990).
Public Health and Wellness	APA, *Publication Manual*; see above for details.
Religion and Biblical Languages	Turabian; see above for details; also specific recommendations in this manual.
Social Work	APA, *Publication Manual*; see above for details.
Speech-Language Pathology and Audiology	APA, *Publication Manual*; see above for details.
Teaching, Learning, and Curriculum	APA, *Publication Manual*; see above for details.
SDA Theological Seminary	Turabian (see above for details and also specific recommendations in this manual); *The SBL Handbook of Style* (Peabody, MA: Hendrickson Publishers, 1999) for Old Testament, New Testament, and Biblical Studies; *Bulletin of the American Schools of Oriental Research* (BASOR 253 [1984]: 1-8 and 294 [1994]: 1-6) for papers in archaeology; APA, *Publication Manual* (see above for details) for Religious Education; and APA, *Publication Manual* (see above for details) for DMin project documents.

THE TERM PAPER

A term paper is written as a partial fulfillment of one particular course. The teacher of the course sets up the requirements for the term paper. You are directly responsible to that teacher when you write your paper.

THE RESEARCH PROJECT

The project is usually a departmental endeavor. Each project consists of (1) a formal research proposal; (2) the administration of treatments and/or instruments and an analysis of results, unless the project is entirely of a historical, philosophical, or theoretical nature; and (3) the formal reporting of the entire undertaking, including the conclusions and implications of the study.

Adviser

One faculty member is required to serve as an adviser for a project. You may choose this adviser in consultation with your curriculum adviser. Before beginning work on a project, you must have the approval of the project adviser.

You must also file with the department a statement naming the project adviser. In some departments this statement is a written or oral agreement with the department chair; in others the statement appears on the Statement of Adviser and Project Approval form (obtainable at the department office). In the case of a form statement, one copy is given to the adviser and the second is filed with the department. Should a change of adviser or research project become necessary, a new statement must be filed.

Content and Quality

The content of your research project must be directly related to your area of concentration. The substantive content of the research project deals with (1) the testing of theory, (2) the application of theory, and/or (3) a creative, original proposition that you construct regarding a specific problem.

The results of the project should be significant to the existing body of research; it should furnish knowledge in which professional researchers will be interested.

The quality of the project report must reflect a high level of scholarship. The report must be written in the University-approved format recommended in this manual and in style of the manual approved by the department. The completed working copy must be submitted to your adviser for final suggestions and comments. The finished report must be publishable as it stands.

Number of Copies and Binding

You must first submit a proposal to your thesis committee. The proposal includes (1) the statement of the problem, with an introduction and/or background; (2) the purpose or need of the study; (3) a brief description of the literature and research relevant to the problem; and (4) the proposed methods and procedures that are to be used to solve the problem.

Content and Quality

The thesis must be concerned with some problem in your area of concentration. It should be a contribution to the existing body of research and furnish knowledge in which the scholarly community is interested.The substantive content follows the ideas outlined in the proposal and includes the results, conccn lyal entc ite1(p)3(i)17duld vch(u)11u(ng)11ttee.

1. The length restriction on doctoral abstracts has been removed.

2. You are expected to follow the format rules recommended by Andrews University and outlined in this manual.

3. Doctor of Ministry candidates: Submit a final (post-oral assessment, revised) digital copy of the project document along with a paper copy of your signed approval page to the DMin program office in accordance with the DMin Completion Deadline Schedule. Note that your submitted digital file will have an unsigned approval page for security precautions.

From this digital file (PDF is preferred), three copies will be printed for the University. Please make arrangements with the DMin program office for the printing, binding, and mailing of any additional copies made for personal use.

In addition, please submit a completed James White Library Submission Agreement form (available from the DMin program office) so that your digital file can be posted in the library ¶ V R Q O L Q H catalog. The DMin program provides the necessary forms for submitting your project document to ProQuest/UMI for publishing, where it will have wider exposure.

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Abstracts for theses and dissertations are no longer restricted to a certain number of words. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrieval ability to find it in a database. Do not include in-text references or footnotes in the Abstract. It must be able to stand alone.

Abstracts written for formal research are frequently, though not necessarily, divided into four sections. See Exhibit B.

Abstract Content

Abstracts that give a report of an empirical study describe:

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

Abstracts that review a theoretical or philosophical study include:

The Topic	A clear statement, in one sentence if possible.
The Purpose	A statement that describes the organizing construct and scope of the paper.
The Sources	An indication of the basic published literature used and/or personal observations involved.
Conclusions	A statement of conclusions reached with implications or applications.

PRELIMINARY PAGES

The preliminary pages follow a set format prescribed by the University.

Title Page

The title page gives the name of the University and of the particular department in which you are enrolled. Also included is the title of the study, the course or degree for which the paper is submitted, the author's name, and the date. Honors projects have a special title page.

Approval Page

Table of Contents and Lists

The table of contents recommended by Andrews includes at least three levels of subheadings. A fourth level is optional. Chapter titles in the contents should be written in all capitals; subheadings are written in headline style for the first three levels and in sentence style for the fourth.

When using Turabian headline style, capitalize first and last and all words except articles, F R R U G L Q D W H F R Q M X Q F W L R Q V S U H S R V L W L R Q V R U ³ W R´ D V S D U W APA headline style, capitalize every word of four or more letters, regardless of the word's function.

The subheads in the table of contents should appear precisely

4.

APA-style figure

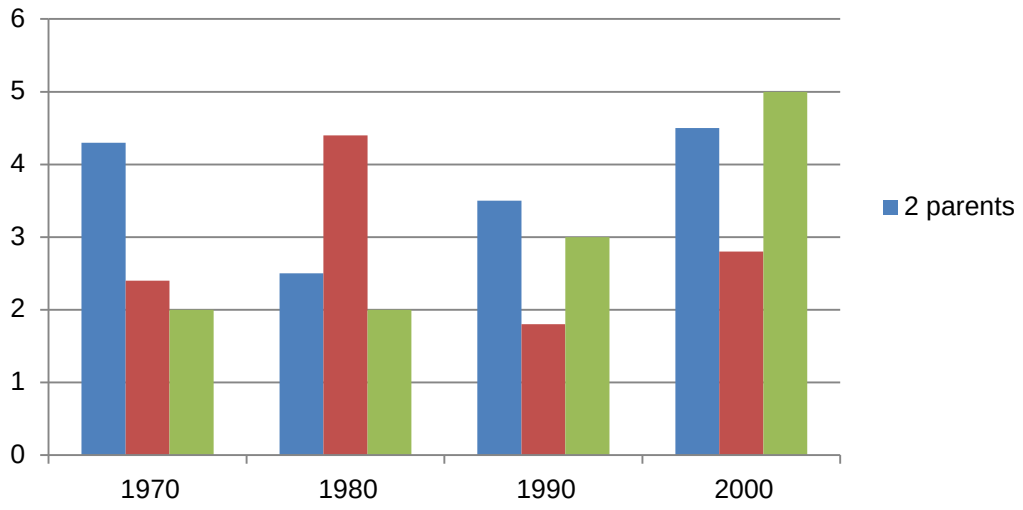

Figure 10. Changes in family structure, 1970–2000. Data from *A Manual for Writers of Research Papers, Theses, and Dissertations* (p. 89), by Kate L. Turabian, 2013, Chicago, IL: University of Chicago Press.

Rules for Subheads

A paper is more readable when the chapters are divided into sections, which in turn may be divided into subsections. Readability is further enhanced by the titles customarily given to these sections and subsections. Such titles, called subheadings, must be used in the correct order. (See samples on next page.) Remember: These are Andrews University subheads, not Turabian or APA ¶.V ¶

1. The most important subheadings, called first-level subheadings, are centered and placed in boldface.

2. Second-level subheadings are centered and in text type; they are not in boldface.

3. The third level begins at the left margin and is in boldface.

4. The first three levels of subheads are written in headline style. That is, when using Turabian, all words have initial caps except coordinate conjunctions, articles, prepositions, and "to" used as part of an infinitive. APA capitalizes the initial letter of all words with four or more letters. The last two levels (levels 4 and 5) of subheads appear in sentence style (only first word and proper nouns with initial capital).

5. Fourth-level subheadings begin at the left-hand margin and are in text type.

6. Fifth-level subheadings are indented and run into the paragraph; they are in bold type and end with a period.

7. Centered subheads (and titles) may not exceed 4¾ inches and are arranged in inverted pyramid style.

8. Margin subheads may not extend beyond the middle of the page. The left side is flush with

The style for writing bibliographical entries follows the recommendations of the particular department for which you are writing. If your department permits more than one style, establish with your adviser the style you are to follow at the very outset of your study before typing or putting your material into a computer. Be sure this information is written down and is always passed along to all committee members, the dissertation secretary, and your typesetter every time the material is distributed.

Most but not all papers in Education follow APA style (the latest edition); Biology theses follow the journal style most appropriate for the publication of the specific topic; certain departments recommend the style of a specific journal or manual appropriate to the discipline; and Religion and Seminary papers follow Turabian, BASOR, or SBL Handbook of Style. Certain types of entries used in the Seminary (Turabian) are somewhat modified; examples are shown in this manual.

Chapter 3

THE MECHANICS OF PREPARATION

MARGINS

For theses and dissertations, the left-hand margin must be 1½ inches and all other margins must be at least one full inch. The initial page of a chapter or a major section (i.e., table of contents, bibliography, etc.) has a full-2 inch margin at the top of the page. For term papers, a left-hand margin of one inch is preferred.

Margins may be slightly larger than prescribed, but they may not be smaller.

PAGE NUMBERS

All pages are numbered at the bottom center of the page, approximately ¾ inch from the bottom edge of the paper no matter where the text end s. At least one double space (skip one single line) must appear, however, between the last line of text and the page number. Placement of numbers must be consistent so all page numbers appear in the same place on every page. Page numbers do not have any periods or other embellishments. Pages in the appendix that have xeroxed pages or original sources, such as tests or other instruments that already carry numbers, are numbered consecutively with your paper, but the numbers may be placed just inside the margin in the bottom-right corner and within square brackets.

SPACING

General Rules

All text is double spaced. Block quotations are single spaced.

Paragraphs are indented one-half inch, and block quotations are indented one-quarter inch. (A block quotation is a direct quote of five or more lines [Turabian and SBL] or 40 or more words [APA].)

Runover lines of bibliographic entries are indented half-inch.

Use a ragged right margin rather than a justified margin.

The last line of a paragraph should not appear at the top of a page (widow line) unless it reaches at least to the midpoint of the page.

Specific Spacing Rules

Four spaces (skip three single lines)

When a table or figure appears on a page with

Chapter 4

ADDITIONAL SUGGESTIONS FOR WRITING FORMAL PAPERS

FORMAL ACADEMIC WRITING

Formal English is used in academic writing. Formal writing informs and evaluates, explains and analyzes. The writing is objective and impersonal; it avoids slang, jargon, and cliches. It is clear and concise. Contractions are rarely used because they tend to add a light or informal tone.

FOREIGN LANGUAGE IN TEXT

Questions concerning the language to be used arise in many dissertations. Ordinarily, only one language should be used in the main body of the text. A direct quote, therefore, in a foreign language should be translated or taken from a translation. If the wording in the original language is important, the translation should be given in the text and the original in the footnote. If there is to be systematic discussion of the meaning of the language of the original, the quotation may be given in the text. When the quote is taken from an edition other than the original text, the reference to that edition is given; when it is taken from a translation the reference to the translation is given. The most authoritative edition of the text, if several editions are available, should be used. You should discuss this problem with your thesis or dissertation committee chair or adviser so that you reach an agreement on how the foreign language is to be treated before you begin to write.

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Do not use the editorial "we." "We" did not carry out the research, choose the topic, or make any conclusions. However, you may assume that your reader is following along with you (e.g., "We now turn to" or "Let us now look at").

Writing in the third person (i.e., using "this writer," "this researcher") gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person ("I instructed the students") or recast the sentence to say "Students were instructed."

KEEP THE HISTORICAL PERSPECTIVE

When you are writing, keep in mind your reader who may be reading in the future. For example, if you write "Today's educators promote [something]," consider how your statement may be understood in the year 2020. It is better to clarify such a statement with "Educators in the 1980s promote [something]."

Also consider carefully the historical perspective of your subject, especially in your literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that disagrees with what Brown

wrote in 1915.

5. Past, present, or

b. Reword to eliminate problem.

Example	Alternative
The average student is worried about his grade.	The average student is worried about grades.

c. Replace masculine pronoun with the, you (only in informal text), or (very sparingly) he or she

Example	Alternative
If the student was satisfied with his score, he took the test.	The student who was satisfied with his or her score took the test.
If he passes the test, he has the option to go on to the next unit.	One who passes the test has the option to go on to more difficult problems.

d. Alternate male and female expressions.

Example	Alternative
Let each student take an active role. Has she had a chance to talk? Does he feel left out?	Let each student take an active role. Has she had a chance to talk? Does he feel left out?

e. Certain phrases assume that all readers are men.

Example	Alternative
The delegates and their wives were invited to a dinner.	The delegates and their spouses were invited to a dinner.

Demeaning Women

1. Men and women should be treated as parallel terms in descriptions, marital status, and titles.

Example	Alternative
the lady doctor	the doctor
Senator Percy and Shirley Chisholm	Charles Percy and Shirley Chisholm
Mr. Percy and Mrs. Chisholm	Senator Percy and Representative Chisholm

2. Terms that patronize or trivialize women should be eliminated.

Example	Alternative
gal Friday	assistant
ladies	women (unless ladies is paired with gent

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2. Jobs and roles should not be stereotyped.

   Example

Chapter 5

SPECIFIC CONCERNS FOR THOSE USING TURABIAN

Before you start to work on the references for your term paper, thesis, research project, or doctoral dissertation, make sure that Turabian-style references are those preferred by your department and/or chair. Certain types of references lend themselves to certain disciplines.

Footnotes follow different guidelines. The style recommended by Andrews University is that which is designated notes-bibliography style in Turabian's Manual (8th ed.). Specific recommendations for certain types of footnotes used primarily in papers using Turabian appear in this chapter and in Appendix A.

FOOTNOTES (GENERAL)

Number notes consecutively, restarting each chapter with note 1. Begin every footnote on the page on which you reference it. Footnotes may be presented in a typeface smaller than the text, but never in a typeface smaller than 10 points.

The first note to a reference includes all the facts of publication. Subsequent footnotes to the same Z R U N D U H J L Y H Q L Q D V K R U W H Q H G I R U P D X W K R U ¶ V V X U Q D P H S O X shortened title of work called authority notes.

References to E. G. White's books should follow the same guidelines as other works. Abbreviations familiar to Seventh-day Adventists may be used in the text only when the research deals specifically with White's writings. In such a case, a list of abbreviations must be included in the preliminary pages, and the date of the writing (as well as the date of the edition² if there is a difference) should be indicated.

FOOTNOTES (SPECIFIC)

Several specific suggestions are given here to guide the writing of footnotes.

1. For Seminary papers, in the first reference to a work, whether in the text or in a footnote, the author's name should appear as given on the title page of the work cited. However, should the title page carry the author's surname only, the first initial should be supplied from some other source if at all possible.

2. Turabian (8th ed., 23.2.4) gives a detailed table for using continued or inclusive page numbers in references. You may use this system or you may write out all numbers; whichever system you use, follow it consistently throughout the paper.

3. Footnotes for encyclopedia signed articles should include the following sequence of information: Author, article title, name of encyclopedia, edition, date, volume, and page number(s) for the first citation of the article. However, unsigned encyclopedia articles are written with the name of the

encyclopedia first, followed by the number of the edition and s.v. with the name of the article as recommended by Turabian 17.5.3. (Bible dictionary and lexicon references follow the same form as that used for encyclopedias except that publishing information is included in the bibliography.)

4. References for commentaries with unsigned articles include the following sequence: Article title, commentary title, name of editor, place of publisher, publisher, date, volume and page number. In commentaries such as the SDA Bible Commentary, some articles appear on specific subjects. Where this occurs, the article title can be used. Comments on the Bible text, however, often appear without a specific title. In this instance, use the title of the book under discussion (e.g., "Isaiah") in quotation marks) as the article title and follow with the pertinent information. (See sample of correct form in the appendix.)

5.

2. Always spell out the word V ³ D S S H Q G L [´ ³ D Q G H L´ Q ³ G H P H Q D´ U \ S D S H U V ³ Y 7 K H D E E U H Y L D W L R Q ³ H W F ´ L V D F F H S W H G L Q D Q G S D S H U V L Q W H [following abbreviations in the text when they are followed by a number: chap., chaps. ² ³ F K D S W H U ´ ³ F K D S W H U ² V ´ Y H U V H ´ ³ Y H U V H V ´ 2 W K H U D E E U H Y L D W L R Q V D F F H S W H circles are OT, NT, MS, MSS, MT, and LXX. These are used without periods and MS and MSS are used

Seminary papers also use the following abbreviations in the text when they are followed by a number: chap., chaps. ² ³ F K D S W H U ´ ³ F K D S W H U ² V ´ Y H U V H ´ ³ Y H U V H V ´ 2 W K H U D E E U H Y L D W L R Q V D F F H S W H

Abbreviations are used when specific chapter or chapter-verse references are given, not when the Bible book name alone is used. However, do not use these abbreviations to begin a sentence, or within a subhead or chapter title.

Apocryphal References

1 Kgdm	Add Esth	2 Esdr	1 Macc	Pr Azar	Tob
2 Kgdm	Bar	4 Ezra	2 Macc	Pr Man	Wis
3 Kgdm	Bel	Jdt	3 Macc	Sir	
4 Kgdm	1 Esdr	Ep Jer	4 Macc	Sus	

Chapter 6

SPECIFIC CONCERNS FOR THOSE USING APA STYLE

IN-TEXT REFERENCES

In some disciplines, references are given in text and not as footnotes. Complete information appears only in the bibliography or reference list. In the text, only the essential portion of the reference is given (i.e., the surname of the author(s), date of publication, and, where necessary, the page(s) of the reference). The *Publication Manual of the American Psychological Association* (Washington, DC: American Psychological Association, 2010) provides excellent material on how to write in-text references and how to create a reference list.

Turabian's *Manual* (latest edition) also recommends a style for in-text references. These are referred to as parenthetical references by Turabian and designated PR in the sample pages. If these are used, then the Turabian style entries labeled RL in her manual should be used for the reference list.

The in-text style generally recommended at Andrews University and especially by the School of Education is APA. If you plan to write a major paper using APA style, consider the *APA Publication Manual* an essential tool. A brief review of APA in-text referencing is shown here; however, students using this style should purchase a manual of their own to be apprised of all the details.

Citing One Author

In 1985, Smith studied . . .

or

Smith (1985) studied . . .

or

A recent study (Smith, 1985) indicated that . . .

or

The results of the experiment (Smith, 1985, pp. 75–78) . . .

or

Smith (1985, chap. 5) gives a summary . . .

Citing Two Authors

Smith and Johnson (1986) found . . .

or

A recent study (Smith & Johnson, 1986) found . . .

Note that when Smith and Johnson appear in the text, the word *and* is written out. When the names appear in parentheses, an ampersand (&) is used.

Citing More than Two Authors

First citation

Smith, Johnson, and Brown (1985) found . . .

or

One study (Smith, Johnson, & Brown, 1986) found . . .

Subsequent citations

Smith et al. (1985) found that . . .

or

One study (Smith and others, 1985) found . . .

or

Smith and others (1985) found that . . .

or

Another study (Smith et al., 1985) found that . . .

Several Works at the Same Point

Same author

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

Different authors

Recent studies (Brown, 1984; Johnson & Smith, 1987; Morrison, 1979; Smith, Abel, & Oglethorpe, 1982) indicate . . .

When citing multiple works within parentheses, the works are placed in alphabetical order according to the first surname of a given work.

Several Studies by One Author in the Same Year

Smith (1984a) has pointed out that . . .

or

Several studies (Brown, 1978; Smith, 1985a, 1985b, in press) indicate that . . .

Multivolume Works

Style l: Smith (1983, 3:65) points out. . .

or

Style 2: Smith (1982, vol. 3, p. 65) points out. . .

Once a style has been chosen, it should be used throughout the paper.

Secondary Source

Brown (as cited in Smith, 1985) stated that. . .

or

A recent study (Johnson, 1984, as cited in Smith, 1987) points out. . .

Note: In the reference list, only the source where you found the material is listed. Secondary sources should be used sparingly.

Translated, Reprinted, or Republished Works

(Freud, 1933/1974)

Block Quotation

A direct quotation of 40 words or more should be treated as a block quotation.

[Exhibit A: Abstract title page; approximate inches are measured from the top edge of the paper; note that a 2-line title is double spaced; whereas a 3-line title (or more) is single spaced.]

[3"] ABSTRACT

[4"] STUDY OF THE CRITERIA AND SELECTIVE PROCESSES
FOR ADMISSION OF UNDERGRADUATE STUDENTS
TO SEVENTH-DAY ADVENTIST COLLEGES
AND UNIVERSITIES

[6"] by

Mary Jane White

Chair: Robert Williamson [7"]

or

Adviser: (for Seminary papers)

[Exhibit B: Sample abstract]

[2"] ABSTRACT OF GRADUATE STUDENT RESEARCH

[double space – skip 1 line]

Dissertation

[triple space – skip 2 lines]

Andrews University

[double space – skip 1 line]

School of Education [or whatever school

[Exhibit C: Title page ² Doctoral dissertations]

[2.5"] Andrews University

Seventh - day Adventist Theological Seminary [appropriate school title]

[4.5"] STUDY OF THE CRITERIA AND SELECTIVE PROCESSES FOR ADMISSION OF UNDERGRADUATE STUDENTS TO SEVENTH-DAY ADVENTIST COLLEGES AND UNIVERSITIES [2-line title is double spaced; 3 or more lines are single spaced.]

[6"] A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy [or appropriate degree pursued]

[8.5"] by

Mary Jane White

June 2012

[Exhibit E: Title page ² 0 D V W H U ¶ V W K H V H V @

[2.5"] Andrews University

College of Arts and Sciences [appropriate school]

[4.5"] DEVELOPMENTAL GENE CONTROL IN ASPERGILLUS

[6"] A Thesis

Presented in Partial Fulfillment

of the Requirements for the Degree

Master of Science

[8.5"] by

Milton Tsung Chiu

2011

[Exhibit F: Title page

[Exhibit G: Approval page ² Education: PhD and EdD]

[2"] STUDY OF THE CRITERIA AND SELECTIVE PROCESSES
FOR ADMISSION OF UNDERGRADUATE STUDENTS
TO SEVENTH DAY ADVENTIST COLLEGES
AND UNIVERSITIES

[3.5"] A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Philosophy
[Doctor of Education]

[5"] by

Mary Jane White

APPROVAL BY THE COMMITTEE: [6.5"]

_____ _____ _____
Chair: Robert Williamson Dean, School of Education
James R. Jeffery

_____
Member: Alice J. Young

_____
Member: Edward L. Smith

_____
Member: Howard E. Brownburger

_____ _____ ___
External: Robert J. Osterman Date approved

[Exhibit H: Approval page ² DMin]

[2"] AN EVALUATION OF FOUR TYPES OF E VANGELISTIC
ENDEAVORS USED BY THE MICHIGAN CONFERENCE
OF SEVENTH DAY ADVENTISTS FROM
JANUARY 1975 TO DECEMBER 1985

[3.5"] A project document
presented in partial fulfillment
of the requirements for the degree
Doctor of Ministry

[5"] by

Edward C. Johnston

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[Exhibit K: Approval page ² Seminary: PhD, Discipleship & Religious Education]

[2"] 7 + (, 1) / 8 (1 & (2) 8 1 , 9 (5 6 , 7 < 3 (5 6 2 1 1 (/ 8 3 2 1 6 7 8 ' (1 7 6 ¶
SPIRITUALITY AT SELECTED ADVENTIST UNIVERSITIES
IN WEST AFRICA

[3.5"] A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Philosophy

[5"] by

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Chair, Department of Educational Ministries

Date approved

[Exhibit L: $ S S U R Y D O S D J H 0 D V W H U ¶ V W K H V H V @

[2"] [A two- or three-or-more line title would start at 2"; a one-line title begins on 2.3".]

DEVELOPMENTAL GENE CONTROL IN ASPERGILLUS

[3.5"] A thesis
presented in partial fulfillment
of the requirements for the degree
Master of Arts

[5"] by

Milton Tsung Chiu

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[or Adviser, in Seminary]

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Siegfried V. Kuntson, Ph.D.

_____ _____
Lucinda Ann deSilva, Ph.D. Date approved

[Exhibit M: Form for all Tables of Contents]

[2"] TABLE OF CONTENTS

[triple space? skip 2 single lines]

LIST OF ILLUSTRATIONS vi

LIST OF TABLES vii

LIST OF ABBREVIATIONS ....

Making a Table of Contents in Word:

With WordPerfect, it was easy to double space the leader dots in a Table of Contents. With Word, however, it is nearly impossible. Follow the instructions below and your leader dots will be single spaced.

Set the tabs before you type. Otherwise, highlight the whole Table of Contents you have prepared and then do the following:

1. Go to Paragraph, then to Tabs.
2. Clear all tabs.
3. Set the following tabs:

   .3 left, None (for the chapter number); Set
   .6 left, None (for the chapter title); Set
   .9 left, None (for the first level); Set
   1.2 left, None (for second level); Set
   1.5 left, None (for the third level); Set
   5.6 right, Leader dots; Set
   6.0 right, None (for the page numbers); Set

Set and save. Use tabs and not spaces.

[Exhibit N: Lists are shown in Turabian style; APA capitalizes all words of four or more letters. Read each line below for further instructions.]

[2"] LIST OF ILLUSTRATIONS
[triple space² skip 2 lines]

1. Captions Here Should Agree with Those under Illustrations 27

2. When Captions Are Long Enough to Use Two or More Lines, the Second Line Is Indented 36

3. Exceptionally Long Captions May Be Shortened 51

4. Captions Here in the List Are Written in Headline Style 66

5. Captions under Illustrations Are Written in Sentence Style 75

6. Explanatory Statements under Illustrations Are Not Included in the List of Illustrations 80

LIST OF TABLES
[triple space² skip 2lines]

1. Use Exact Titles as They Appear above Tables 6

2. Titles Are Written Here in Headline Style 29

3. All the Titles above the Tables Are Written in the H1i58 251.93 Tm . [(1r51.93 TnT 1 0 0 1 1872DC BT 4 543.22) 1 0 0 1 1872D0 0 1 502.54 <</MC

[Exhibit O: Sample List of Abbreviations; follow SBL manual]

LIST OF ABBREVIATIONS
[triple space² skip 2 lines]

AB	Anchor Bible
AH	Advent Herald
AJSL	American Journal of Semitic Languages and Literature
ANRW	Aufstief und Niedergang der römischen Welt: Geschichte und Kultur Roms im Spiegel der neueren Forschung. Edited by H. Temporini and W. Haase. Berlin, 1970 ±
AUSS	Andrews University Seminary Studies
CNT	Commentaire du Nouveau Testament
ICC	International Critical Commentary
IDB	7 K H , Q W H U S U H W H U ¶ V ' L F W L R Q D U \ Edited by G. A. % L E O H Buttrick. 4 vols. Nashville, 1962
JSOT	Journal for the Study of the Old Testament
LCL	Loeb Classical Library
NICNT	New International Commentary on the New Testament
RH	Advent Review and Sabbath Herald, Advent Review, Second Advent Review, Adventist Herald, Adventist Review
StudOr	Studia orentalia
TDNT	Theological Dictionary of the New Testament. Edited by G. Kittel and G. Friedrich. Translated by G. W. Bromily. 10 vols. Grand Rapids, 1964 - 1976
UBS	United Bible Societies
ZWT	Zeitschrift für wissenschaftliche Theologie

[Exhibit P: If the written material is short, center it on the page; if longer, leave 2 inch margin at top of page. Read this Preface for further suggestions.]

PREFACE

In the preface the writer prepares the reader to approach the paper with understanding. The reasons for making the study may be given. The background, scope, and purpose of the study may also be included. If, however, the writer believes that all this will be covered in the study itself, there is no point in saying more about it in a preface. Sometimes a preface ends with a paragraph or two of acknowledg ments.

If the writer wishes to acknowledge assistance received from individuals, institutions, foundations, etc., he or she can appropriately do so in the acknowledgments. If that is all that is L Q F O X G H G W K L V V H F W L R Q L V V L P S O \ W L W O H G itself a N Q R Z O H G J P H Q W preface nor an acknowledgment is mandatory.

[Exhibit Q: Sample page (Turabian style) showing spacing, margins, and use of subheadings]

CHAPTER 1 [2" from top] [triple space]

>OHIW PDUJLQ HE @ THE USE OF SCIENCE IN THEOLOGY: INTRODUCTION AND HISTORICAL BACKGROUND [double space a 2-line title] [triple space]

[Heading] Introduction [Level 1 subheading]

The Limits of Science [Level 2 subheading]

Science and religion are arguably the two most powerful forces in human culture. The nature of relations between these forces has been explored and debated for millennia. This dissertation continues that exploration and debate. This first chapter introduces the dissertation in terms of its (1) problem and purpose, (2) problem justification, (3) methodology, and (4) delimitations. [right margin 1", not justified]

)RU /DQJGRQ *LONH\ VFLHQFH DQG WKHRORJ\ DUH ³PXWXDOO\ LQWHUGHSHQGHQW´ ZLWK UHJDUG WR UHODWLRQV EHWZHHQ WKHLU types of truth.

[Block quote 5 lines of quoted material—is indented half the distance of paragraph indention]

For both science and religion . . . the question of the relation of each to reality, of the truth each holds, is crucial [2] for both essentially represent a relation to reality that is cognitive or believed to be so. And thus, because science and religion are mutually interdependent, the issues of the truth of science and the truth of religion and of the relations between these sorts of truth represent fundamental concerns for each. [1] [space after each ellipsis point]

[Level 3 subheading] The Nature of Theology

1RZ WKDW *LONH\¶V YLHZ RI VFLHQFH KDV EHHQ HG W nature of his model for theology and, therefore, for the use [footnote indention lines up with paragraphs above]

---

[1] A. Langdon Gilkey, [3] 1DWXUH 5HDOLW\ DQG WKH 6DFUHG ´ Zygon 24, no. 4 (1989): 11.

APPENDIX A

TURABIAN FOOTNOTE AND BIBLIOGRAPHY INFORMATION AND SAMPLES

(Primarily for papers written for the Seminary)

The first footnote reference for a book should include the following information in the order given:

Name of author(s)[2] or editor(s) when no author is given
Title and, if any, subtitle
Name of editor, compiler, or translator, if any, in addition to author
Name of author of preface, introduction, or foreword only when of special interest to study
Number or name of edition, if other than the first
Name of series in which book appears, if any, with volume or number in series
Facts of publication: Place, publishing agency, date
Page number(s) of specific citation

In the footnote samples shown below, titles of commentaries, encyclopedias, dictionaries, journals, and magazines are shown written out, shortened, or abbreviated. All forms are permissible; whichever form is chosen should be used consistently and with the approval of adviser and committee. Footnote indentations should be the same as paragraph indentations used in text. Bibliography entries start flush left. Runover lines line up under the sixth space or according to default indent. One bibliographic entry should never be split between two pages.

[3] 1´ LQGLFDWHV IRRWQRWH HQWU\ [3] %´ LQGLFDWHV EOEOLRJUDSK

Note: When the city of publication is not well known, provide the two-letter state abbreviation. Country names, when needed, are always written out. Use commonly used English names for foreign cities.

I am deeply indebted to Shawna Vyhmeister, editor of Adventist University of Africa Standards for Written Work (Ongata Rongai, Kenya: Adventist University of Africa, 2013), I have borrowed most of the sample entries for commentaries, dictionaries, lexicons, and Adventist materials from her manual.

Books

Book[2] one author (see Turabian 17.1.1)

N [21]John Chrysostom The Priesthood 3.17, Migne Patrologia Graeca, vol. 48, col. 656.

B Irenaeus Against Heresies . Translated by Alexander Roberts and W. H. Rambaut. The Ante - Nicene Fathers. Grand Rapids: Eerdmans, n.d. , 1:315 - 567.

Josephus Jewish War . Translated by H. St. J. Thackeray. Loeb Classical Library. Cambridge, MA: Harvard University Press, 1990.

New footnote for same work with different author:

N [23]Robert H. Mounce, The Book of Revelation, NICNT, 85.

This type of entry applies also to the following works:
Bible Study Commentary
Biblical Commentary on the Old Testament
Cambridge Bible Commentary
Commentary on the Old Testament
Daily Study Bible
(Y H U \ P D Q ¶ V % L E O H & R P P H Q W D U \
Exegetical Commentary
+ D U S H U ¶ V 1 H Z 7 H V W D P H Q W & R P P H Q W D U L H V
Hermeneia
International Commentary on the Old Testament
International Critical Commentary
Interpretation
Moffatt New Testament Commentary
New Century Bible
New International Commentary on the Old Testament
New International Greek Testament Commentary
New Testament Commentary (Hendriksen)
Old Testament Library
Torch Bible Commentary
Westminster Commentary

Commentaries with known author

Articles within the set are written by different people and signed either by name or initials. A legend in the front of the volume usually will provide the full name of the author.

N [9]* (: U L J K W [3]([H J H V L V R I W K H % R R N R I ' H X W H U R Q R P \ ´ , Q W H U S U H W H U ¶ V (B % (L E O H (New York: Abingdon, 1954), 2:332.

B : U L J K W * ([3]([H J H V L V R I W K H % R R N R I ' H X W H U R Q R P \ ´ , Q W H U S U H W H U ¶ V Bible .

Bible dictionaries with unsigned articles

N [13]Siegfried H. Horn, Seventh - day Adventist Bible Dictionary (SDABD), U H Y H G V Y ³ D Q J H O ´

N [14]Horn, SDABD V Y ³ D Q J H O ´

N [19]Allen C. Myers, ed., Eerdmans Bible Dictionary (EBD) (1987), s.v. ³ K \ V V R S ´

N [22]Myers, EBD V Y ³ S V D O P ´

B Horn, Siegfried H. Seventh - day Adventist Bible Dictionary . Rev. ed. Washing ton, DC: Review & Herald, 1979.

Note: Use lower case for the word looked up unless it is a proper noun.

This type of entry applies also to the following works:
Dictionary of the Bible (McKenzie)
Dictionary of the New Testament
An Expository Dictionary of Biblical Words

Encyclopedias

Encyclopedias with signed articles

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

N [18]) U D Q N $ 6 S L Q D [3] 5 D K D E The International Standard Bible Encyclopedia (ISBE), completely rev. and reset ed. (Grand Rapids: Eerdmans, 1979 - 1988), 4:33.

N [21] + R Z D U G) 9 R V [3] . D L ISBE 3:2.

B Spina, Frank $ [3] 5 D K D E The International Standard Bible Encyclopedia.

SDA Yearbook

N [25]General Conference of Seventh - day Adventists, Office of Archives and Statistics, Seventh - day Adventist Yearbook 1995 (Silver Spring, MD: General Conference of Seventh - day Adventists, 1995), 112.

Thereafter: SDA Yearbook 1995, 64.

B General Conference of Seventh - day Adventists, Office of Archives and Statistics. Seventh - day Adventist Yearbook 1995. Silver Spring, MD: General Conference of Seventh - day Adventists, 1995.

E. G. White research materials[2] (a) unpublished letter, (b) manuscript with no title

N [29]Ellen G. White to Dr. Patience Bourdeau, 8 June 1905, Letter 177, 1905, Center for Adventist Research, Andrews University, Berrien Springs, MI.

[30]Ellen G. White, MS 154, 1902, Center for Adventist Research, Andrews University, Berrien Springs, MI.

B White, Ellen G., to Dr. Patience Bourdeau, 8 June 1905. Letter 177, 1905. Center for Adventist Research. Andrews University, Berrien Springs, MI.

White, Ellen G. MS 154, 1902. Center for Adventist Research. Andrews University, Berrien Springs, MI.

SDA Church Manual

N [5]General Conference of Seventh - day Adventists, Seventh - day Adventist Church Manual (Silver Spring, MD: General Conference of Seventh - day Adventists, 1990), 23.

Thereafter: Church Manual, 57.

B General Conference of Seventh - day Adventists. Seventh - day Adventist Church Manual. Silver Spring, MD: General Conference of Seventh - day Adventists, 1990.

0 L Q L V W H U ¶ V 0 D Q X D O

N [22]General Conference of Seventh - day Adventists, Ministerial Association, Seventh - G D \ $ G Y H Q W L V W 0 L Q L V W H U ¶ V 0 D Q X D O (Silver Spring, MD: General Conference of Seventh - day Adventists, 1992), 48.

Thereafter: 0 L Q L V W H U ¶ V 0 D Q X D O, 82.

B General Conference of Seventh - day Adventists, Ministerial Association. Seventh - day $ G Y H Q W L V W 0 L Q L V W H U ¶ V 0 D Q X D O. Silver Spring, MD: General Conference of Seventh - day Adventists, 1994.

GC Working Policy

N

Student class notes

, Q U H I H U H Q F L Q J F O D V V Q R W H V , S X W W K H S U R I H V V R U ¶ V Q D P H

N 92 Jerry Moon, class notes for CHIS501 Church History I, Andrews University, Berrien Springs, MI, January 2013.

B Moon, Jerry. Class notes for CHIS501 Church History I, Andrews University, Berrien Springs, MI, January 2013.

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ei8BT 1 0 0 1 151.94 696.21 Tm [66Tm J ET B72s ET ea5(eti)12 B72s

:KHQ QR DXWKRU¶V QDPH LV SUHVHQW JLYH WKH QDPH RI WKH R

N [34])HGHUDWLRQ RI $PHULFDQ 6FLHQWLVWV [3] 5HVROXWLRQ &RPSI
Reading /LFHQVH 3ODWHV DQG + HDGOLQHV, accessed May 6, 2007,
http://www.fas.org/irp/imint/ resolv e5.html.

Journal accessed online

N [115] 'DQLHO $ 0F)DUODQG [3] 5HVLVWDQFH DV D 6RFLDO 'UDPD $ 6
Change- RULHQWHG (QFRXQWHU Ameriean Journal of Sociology 109 (May
2004): 1249, accessed 3 May 2006, http://www.journals.uchicago.edu/AJA/
journal/issues /v109n6/050199/050199.html

B McFarland, Daniel A. [3] 5HVLVWDQFH DV D 6RFLDO 'UDPD $ V-WXG\ RI &KD
RULHQWHG (QFRXQWHU Ameriean Journal of Sociology 109 (May
2004): 1249 - 1318. Access ed 3 May 2006. http://www.journals .
uchicago. edu/AJA/journal /issues/v109n6/050199/050199.html .

Book accessed online

N [119] Philip Schaff, $XJXVWLQH¶V &LW\ RI *RG DQG &KULVWLDQ 'RFWU
(New York: Christian Literature Publishing, 1890), chapter 3, accessed
28 March 2010,

APPENDIX B

6.

4). East Lansing, MI: National Center for Research on Teacher Learning. Retrieved from ERIC database. (ED3 46082)

Note that no punctuation follows the ERIC number in parentheses at end.

13.

21. Message posted to an electronic mailing list

Smith, S. (2006, January 5). Re: Disputed estim ates of IQ [Electronic mailing list message]. Retrieved from http://tech.groups.yahoo.com/group/ForensicNetwork/message/670

22. Blog post

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