

STYLE AND FORMAT GUIDE

A User-Friendly Guide to Manuscript Preparation
Doctor of Ministry Program
Fuller Theological Seminary

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Additional Helpful Writing Resources:

14. [DMin Writing Helps](#)
15. [DMin Academic Writing Standards: A Checklist for Students](#)
16. [Use of Subheads in Your Manuscript](#)
17. [A Basic Guide to Footnotes and Bibliography](#)
18. [Top Ten Mistakes Students Make](#)
19. [Tips for Excellent Writing](#)
20. [Editing Your Manuscript: Process and Minimizing Costs](#)

Introduction

This DMin Style and Format Guide addresses the style and format requirements for course papers and the final project. It is designed to provide students with instructions on how to properly prepare their manuscripts for submission. While the guide does not answer every question students may have, it does offer a ready reference regarding primary style and format issues.

In addition to this guide, students will need the seventh edition of Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. This book serves as a supplement to the DMin Style and Format Guide. Where DMin does not address a topic or question, Turabian should be consulted. Whenever there is a difference of opinion between DMin and Turabian, follow DMin, as local guidelines prevail.

Throughout the DMin Style and Format Guide are links that can be followed to obtain either more information or concrete examples of the topics discussed. In many cases, the samples can be used as templates, where students can simply insert their own copy.

Using This Guide for Course Papers

The content of course papers will vary, depending on the course. Make sure to follow the instructions provided by the instructor. While the content for a course paper will differ from the final project, the style and format requirements will remain consistent throughout your program. The only exception is if the instructor indicates otherwise for a particular writing assignment. Hence, it is to your benefit to familiarize yourself with the style and format requirements in this guide. Style and format issues are taken into consideration in the assignment of grades.

If you are diligent to learn the style and format standards of the DMin program, you will find it relatively easy to prepare your final project manuscript. The project will simply be a longer version of your course papers. So, from the beginning of your program, seek to pay attention to and follow style and format requirements.

Most of the content in this guide will refer to the final project. Some of the material will not be applicable to course papers due to the difference in length. For example, dividing the paper into parts and chapters may not be appropriate. However, for the most part, the rules still hold. If you have a question, please contact the [DMin office](#).

The Role of Style and Format in Course Grades and Final Project Approval

While content is important in the evaluation of course papers and the final project, it is not the only criterion used to judge the merit of a student's work. The instructors and content readers who evaluate your papers also look at things such as organization, logic, clarity, documentation, and grammar and punctuation, placed within the standardized format of DMin. Failure to adequately address these kinds of style and format issues may result in a lower grade.

For the final project, two approvals are necessary before your manuscript is considered approved. One approval is of content, the other relates to style and format. Often students think that it is enough to have their content reader pleased with their work. The reader's approval is only half of what is required for a project to be accepted by our office. Your manuscript must also conform to DMin's style and format standards. A professional editor will determine if your manuscript meets the requirements. This guide is a resource to help you ensure that it does.

Final Project Changes

In the fall of 2009, the Doctor of Ministry program will begin to implement four major changes that we believe will improve your experience in the final project phase. They involve: 1) a two-unit online final project course; 2) a change in the editing process; 3) the introduction of the revised style and format guide; and, 4) a final project fee related to reduction of editing costs. To see what these changes mean for you personally as you anticipate the completion of your program, please refer to the [DMin website](#) or contact the [DMin office](#).

Also, if you are at the proposal development stage of your final project, please note that almost all DMin students will now take the two-unit final project course and do one type of final project. This final project is a revision of what has been known as the Ministry Focus Paper; it is called the Final Project. While it is still possible for students to write a Dissertation or Training Manual, doing so will be an exception to the rule, and students must meet specific requirements before being allowed to write either of these other project types.

If you are considering a Dissertation or Training Manual, you must first discuss your topic idea with the [Final Projects Manager](#). That person will guide you in determining if you should pursue the option you're considering. If the manager thinks that your project is best conceived as a Dissertation or Training Manual, you must then meet the criteria below.

In the case of the Training Manual: 1) the student must demonstrate a clear grasp of learning theory and pedagogy; 2) the Final Project Committee must approve the student's final project proposal; and, 3) the student must secure a content reader who meets the approval of the Committee and who is not only willing to evaluate the training manual but also work with the student on proposal development.

With the Dissertation: 1) the student must have a grade point average of 3.7 or better; 2) the topic must reflect original thought; 3) a writing sample from a recent research paper must be submitted and deemed to reflect doctoral quality; 4) the Final Project Committee must approve the student's final project proposal; and, 5) the student must secure a content reader who meets the approval of the Committee and who is not only willing to evaluate the dissertation but also work with the student on proposal development.

An Overview of the Final Project Template

For the final project, we have a template for students to use. (It is thoroughly explained in [DM710: Developing the DMin Final Project Proposal](#).) As you view the [Final Project Template](#), you will note that the content is divided into five major sections, with content clearly specified under each section:

Introduction
Ministry Challenge (Chapters 1 and 2)
Theological Reflection (Chapters 3-5)
Strategy (Chapters 6 and 7)
Summary and Conclusion

The total page limit for these five sections is 125-175 pages. Additional pages will be used for the front and back matter. Front matter contains the Title Page, blank page, Abstract, and Table of Contents. Students may also include one or more of the following: Acknowledgments, Dedication, List of Illustrations, List of Tables, List of Figures, and Glossary. The back matter comprises any Appendices and the Bibliography. The DMin office will not accept any project longer than a total length of 200 pages (including front and back matter). In general, no more than 125-150 pages of body text are necessary to do a high quality project.

Elements of the Final Project

The final project follows a set order of elements. The [Pagination Template](#) provides the order, but note: it does not indicate formatting.

- Approval sheet (provided by DMin once the final version is submitted)
- Title page
- Blank page
- Abstract
- Dedication (optional)
- Acknowledgments (optional)
- Table of Contents
- List of Illustrations (optional, usually not needed)
- List of Tables (optional, usually not needed)
- List of Figures (optional, usually not needed)
- List of Abbreviations (optional, usually not needed)
- Glossary (optional, usually not needed)
- Introduction
- Part Title Page (3)
- Chapters 1-7
- Summary and Conclusion
- Appendices (optional)
- Bibliography

Preparing the Elements

Below are brief descriptions and instructions regarding the various elements of the final project. The elements are listed in the order they will appear in your final project and many are linked to samples or templates.

1. **Title page:** Follow the template provided, replacing the text with your own copy.
2. **Blank page:** Do not place a page number on this page, but count it as if it were a numbered page. (See Pagination Template.)
3. **Abstract:** The abstract summarizes the contents of the project and reports on any significant findings or conclusions. Do not exceed 300 words.
4. **Dedication:** This is a separate page that usually gives tribute to someone to whom the author feels indebted. It is a way to show honor, gratitude and affection. The dedication may be as short as a person's name (e.g., To David) or may be a phrase. Do not title this page or include any final punctuation.
5. **Acknowledgments:** This page is the place to recognize and thank those people or organizations that significantly supported your research and writing efforts.
6. **List of Abbreviations:** Very rarely a paper will use a number of abbreviations in the body of the text. This list provides a ready reference for the reader.
7. **Glossary:** At times, there may be a need to list technical terms or words that are foreign. The glossary helps the reader to navigate through the content more easily.
8. **Table of Contents:** This table provides an outline of the content of your project, indicating titles and pages numbers. Follow the template carefully and make sure the titles are written exactly as they appear in the body of the text. Do not use subheads or period leaders.
9. **List of Illustrations:** If several illustrations are used, a list is often given after the Contents page. This list is optional. See Turabian for more details and instructions, pages 388-389. Figure A.6 on page 383, gives a sample List of Illustrations.
10. **Introduction:** The introduction is a significant part of the final project. Your content should include the six items listed below (also found under the Introduction in the Final Project Template). Write in a way that engages your reader's interest and draws him or her into your topic.

State the ministry need, problem or challenge, and include:

1. Target audience and location
2. Specific ministry need
3. Why the topic is important
4. Reason(s) for your interest in the topic

5. The thesis (purpose) of the project (who, what and how)
 6. An overview of the project content
-
11. **Parts:** The final project is usually divided into three parts: Ministry Challenge, Theological Reflection, and Ministry Strategy. The “part” page helps to organize the project by alerting the reader to the focus of the chapters that fall within it. Each part must contain at least two chapters. Your final project will have three “part” pages: Part One, Part Two and Part Three.
 12. **Chapters:** The final project consists of seven chapters, divided by parts. The chapters must be 15-25 pages in length, and should include **subheads**.
 13. **Summary and Conclusion:** This last portion of the project provides an opportunity to give an overview of the content covered and to bring closure for the reader. The thesis is restated, but with greater elaboration. The primary points of the argument made in the body of the paper are also articulated. The conclusion offers closing thoughts and indicates any application for other ministries and contexts. It suggests possible further research based on the project’s findings.
 14. **Appendices:** Appendices are optional and are provided at the end of the project as supplemental material or back matter. When material supports the topic or thesis but is too detailed or long to be included in the body of the text, it should be labeled as an appendix. Each appendix must be clearly titled and follow the formatting instructions found in Turabian. The formatting of appendices may deviate from the formatting and style of the body of the text, since the appendices are not bound by the same requirements.
 15. **Bibliography:** The bibliography lists the resources that were used in the development of the content of the paper. It contains all the sources cited in the footnotes; every footnote must have a corresponding reference in the bibliography, unless mentioned as an exception by Turabian. According to Turabian, “bibliographies show readers the extent of your research and its relationship to prior work.”¹

¹ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, eds. 7th ed. (Chicago: University of Chicago Press, 2007), 147.

Formatting Your Document

The final project must conform to specific formatting requirements. Your project must be approved for style and format as well as content. If you do not receive both approvals after you complete your entire paper, you will not pass the final project course. In light of this, please carefully follow the instructions below concerning basic specifications and paper development. Doing so will not only enable you to pass your style and format reviews, but will probably save you a significant amount of time and money.

Also, please note that within "[Turabian and Local Guidelines](#)" there is a section on paper format. Contained there is additional information that addresses discrepancies between DMin and Turabian and clarifies instructions for the student. Read it carefully.

Basic Specifications

The following specifications are for setting up a Microsoft Word document using Microsoft Word 2004 for Mac, version 11.5.0. It is for a paper size of 8.5" x 11." Follow these instructions when you are setting up the main body of your paper (i.e., Introduction, chapters, and Summary and Conclusion).

Once you open up a new document in Word, go to "Format" on the menu and click on "Document." Set your margins and header and footer according to the specifications below. Once you do, make sure to click "OK."

Page Margins: Left margin: 1.5" Right margin: 1"
Top margin: 1" Bottom margin: 1.3"

Header: 1"
Footer: 1"

Typeface: Times New Roman, 12 point font

Spacing: Double-space text. You may choose to put one or two spaces between sentences, but you must be consistent throughout your paper.

Text: Align the text to the left. The margin on the right will appear "ragged." Do not justify the text.

Paragraph Indention: Use tab at default setting (.5").

Page numbers: Place all page numbers at the bottom of the page, centered, one inch from the bottom of the page. Go to "Insert" in menu and click on "Page Numbers." "Position" should be "Bottom of page (Footer)." "Alignment" should be "Center." Once you choose these settings, click "OK."

- Front matter: Use the [Pagination Template](#) as a Guide to see when to put a page number on a page. For the front matter, any necessary numbers must be in Roman numerals, one inch from the bottom of the page and centered.

- Body text and back matter: Place all page numbers at the bottom of the page, centered. Numbers must be Arabic numerals.
- Appendices: If your appendix contains separate pagination from its original source, put your page numbers in brackets at the bottom of the page, centered, to distinguish them. Make sure that your bracketed numbers continue consecutively from the page numbers in the rest of your document.

Titles: Place three inches from top of page:

- Title page
- Acknowledgments
- Parts
- Chapter titles

Place one inch from top of page:

- Abstract
- Table of Contents
- List of Illustrations, Tables or Figures
- Introduction
- Summary and Conclusion
- Titles of Appendices
- Bibliography

Footnotes: Footnotes appear at the bottom of the page. They must appear in 10 point, Times New Roman typeface. Footnote numbers must be superscript. With each new entry, indent one-half inch (default tab stop). Double-space between entries. With each new chapter, the numbering of your footnotes should begin with the number 1. For more specific information, refer to [“A Basic Guide to Footnotes and Bibliography.”](#)

Block Quotations: Block quotations are single-spaced, indented one standard tab (.5”) from the left-hand text margin only (i.e., not the right side). Use block quotes for quotes of five full lines or more. [“Sample of First Pages of a Chapter”](#) includes a correctly formatted block quotation.

Subheads: Subheads are divisions within a chapter. Use of only first- and second-level subheads is recommended, although third-level subheads may be used. If you need to use fourth- or fifth-level subheads, you must secure the permission of the [Final Projects Manager](#). Make sure you format all subheads correctly. First-level subheads are centered, bold type and use headline-style capitalization. Second-level subheads are centered, regular type (i.e., no bold or italics), and use headline-style capitalization. For detailed information on subheads, refer to [“Use of Subheads in Your Manuscript.”](#)

Bibliographic entries: Refer to [“A Basic Guide to Footnotes and Bibliography”](#) for instructions and samples. Included the DMin Style and Format Guide is a [sample bibliography](#).

Project length: The final project has very specific requirements regarding length, so plan with the end in mind:

- *Body text*: It should fall between 125 and 175 pages; this page count does not include front and back matter. When front and back matter are included, the maximum total length is 200 pages. The DMin office will not accept any final project that exceeds a total of 200 pages.
- *Chapter length*: Chapters should range between 15 and 25 pages.
- *Introduction*: This section is generally 5-7 pages, although 4-5 pages are acceptable.
- *Summary and Conclusion*: This section should be 5-7 pages long.
- *Important note*: In your writing, always seek to be clear, concise, cogent and correct. Longer is not necessarily better. A project can be done well in 150 pages, including front and back matter.

Paper Development

Below are things you need to keep in mind as you develop your paper. The notations in parentheses refer to Turabian.

- *File management* (A.3.1): Keep your project as one electronic file, if possible. If you cannot, do not exceed three separate files: front matter, body of text, and back matter.
- *Paper size* (A.3.2): Use only 8 ½" x 11" paper. Students who use A4 paper should treat their papers as if they were using 8 ½" x 11" paper; otherwise their page count will be inaccurate. The correct size paper can be purchased via the Internet.
- *Ink* (A.3.2): Use black ink to print your project. You may use colored ink only when your figures or illustrations require it.
- *Printer* (A.3.2): Use a laser quality printer to print the final version. For draft copies, you may use a professional grade copier.
- *Single-sided copies* (A.3.2): Each page must be printed on one side only.
- *Binding* (A.3.2): Do not bind your manuscript for submission. Submit it in loose-leaf form.
- *Paper type*: Draft submissions may be on regular white paper. However, the two copies of the final version of your final project must be on 20-24 pound, acid-free or 100 percent cotton paper. Some office supply stores carry multipurpose paper that is acid free and much less expensive than 100 percent cotton. Make sure that what you purchase is acid-free. One source is Staples: www.staples.com.
- *Website*: Check the final project section of the [DMin website](#) for other instructions on paper development and submission.

DMin Writing Style

While formatting focuses on how the project looks, style concerns how the paper is written. It covers things such as organization, clarity, terminology, use of language, grammar, punctuation, and tone (e.g., formal vs. informal). Whether writing a course paper or a final project, seek to be:

- *Clear*: Aim for clarity over eloquence.
- *Concise*: Avoid wordiness.
- *Cogent*: Seek to be convincing, compelling and pertinent.
- *Complete*: Include in order all citations and required elements of the final project.
- *Consistent*: Make sure all fonts, terms, names and abbreviations are identical throughout the text.
- *Correct*: Be accurate and precise in your assumptions, logic, theology, grammar, style, and formatting.

Basic Guidelines

To help you write well, keep in mind these basic guidelines:

- *Language*: Use academic language. Avoid being sermonic or conversational.
- *Argument*: Make sure all parts of your main text support your thesis. Use concrete supporting evidence to validate your assertions.
- *Documentation*: Use footnotes; endnotes are not allowed. Avoid plagiarism; it is a very serious offense and may result in dismissal from the DMin program. Even inadvertent plagiarism violates Fuller's standards.
- *Terminology*: Use formal terminology (e.g., "children" vs. "kids"); avoid colloquial expressions and slang (e.g., "backslider," "holy roller," etc.).
- *Sentences*: Use complete sentences and proper punctuation.
- *Paragraphs*: Make paragraphs of at least three original sentences. Together the sentences should convey one thought or make one clear point.
- *Contractions*: Do not use contractions.
- *Personal pronoun*: Use of the personal pronoun "I" is permissible; however, use it only when necessary, and generally only in the Introduction, and Summary and Conclusion. Avoid the "royal we" (no clear referent). Only use "we" when it refers to a specific group of people or when you are tied directly to the situation or event. Also, avoid referring to the reader directly (e.g., "You have heard that...")
- *Capitalization*: The words "Scripture" and "Bible" are capitalized; "scriptural" and "biblical" are not. Capitalize the word "Church" for the church universal; use lower case when the local

church is intended. When “he” “him,” and “his” refers to God, use the lower case, unless your faith tradition dictates otherwise.

- *Questions/Question Marks:* Avoid rhetorical questions and use of question marks in titles and headings, and generally in the body of your text.
- *Exclamation marks:* Do not use these in your paper.
- *Numbers:* As a general rule, spell out numbers from one to one hundred. Use a hyphen if the word has two words, such as eighty-six. When percentages are reported, use numerals with the word “percent,” except when presenting figures in a table or chart. Refer to Chapter 23 of Turabian for more details.
- *Scripture:* When abbreviating Scripture, use the “shorter” notation in Turabian (pp. 341-343). Quote the Bible accurately and include exact references. Do not cite Bible references in the footnotes. Either incorporate them in the text or put them at the end of the sentence, as illustrated below. Note the correct placement of parentheses, end quotes and periods.
 - In 1 Corinthians 13:7, the Apostle Paul states that love “bears all things, believes all things, hopes all things, endures all things.”
 - The Apostle Paul writes that love “bears all things, believes all things, hopes all things, endures all things” (1 Cor 13:7).
 - In Ephesians 2:10, Paul declares that “we are his workmanship.”
 - Paul writes that believers are God’s workmanship (Eph 2:10).
- *Version of the Bible:* Upon the first instance of citing a quotation from Scripture in your paper, use a footnote to indicate the version of the Bible you are using throughout the text of the paper. State that when another translation is used, you will note that. For example you might state, “All Scripture quoted is from the New American Standard Bible, unless otherwise noted.” Note: While it is standard to place in the bibliography all references cited in footnotes, do not do this with the Bible; the Bible is not included in your bibliography.

Use of Two Languages

Most DMin projects are written entirely in English. However, for those written in a language other than English, it is sometimes necessary to use two languages in the project. This happens when students cite resources that are written in a language other than that of the project. When quoting from such sources, the following guidelines must be followed:

1. Quotations must be provided in the original language. For example, if you are writing your final project in Spanish and wish to cite a quotation from a book written in English, you must write the quotation in English. Any quotation used must be cited word for word, as it appears in the source. No paraphrases are acceptable.
2. You must footnote the source, and in your footnote, you must provide a translation of the quotation in the language in which your paper is written. In other words, if you are writing in

Spanish, but your quotation is in English, you must give a translation in Spanish within the footnote. The translation should not be a paraphrase, but be as true to the meaning of the original quotation as possible.

3. Upon the first instance of using a quotation in a language other than the primary language used in the project, the footnote should not only include the reference and the direct translation, but it must include a prefacing remark indicating that this quotation and all others following it are direct translations provided to aid the reader.
4. For shorter quotations that do not need to be in “block” form, students may incorporate the translation into the body of their text, if that is helpful.
5. Students should make sure that whatever quotation they use, they provide an adequate preface introducing it and then an analysis of it that helps the reader understand its contribution to the argument or point being made.

Turabian and “Local Guidelines”

The DMin Style and Format Guide follows fairly closely Kate L. Turabian’s seventh edition of *A Manual for Writers of Research Papers, Theses, and Dissertations*. However, within Turabian’s manual there are a number of instances in which the authors tell students to defer to “local guidelines.” For these instances, make sure to use what is found here; it contains the local guidelines of Fuller’s DMin program.

Please note that all notations and page numbers that are given below refer to Turabian’s seventh edition. Also, this section is intended to supplement what is found elsewhere in the DMin Style and Format Guide. Do not use it as your primary reference tool.

Abstract (p. 390-391): Disregard Turabian, and follow these instructions.

- Write “abstract” in capital letters, centered one inch from top of page. (Do not bold); then double-space and write the title of your final project, your name, program name (Doctor of Ministry), school (School of Theology), seminary name (Fuller Theological Seminary), and year your project is being submitted. This information must be centered and single-spaced.
- Single-space the text of the abstract.
- For the abstract text, the maximum number of words allowed is 300 words.
- The abstract is not page-numbered and is not part of the page count.
- The placement of the Abstract page(s) in your paper differs from Turabian; see “[Elements of the Final Project](#)” for the correct order.
- Refer to the [Sample Abstract](#) in the DMin Style and Format Guide for further clarification.

Appendices (A.2.3): Follow Turabian, noting formatting instructions here.

- If more than one appendix is required, each one should be numbered or lettered (i.e., APPENDIX 1, APPENDIX 2; or APPENDIX A, APPENDIX B). Place the heading at the top of the page, centered, one inch from the top of the page.
- Already paginated, copied material receives a second page number relative to the paper itself, but the page numbers originally printed on the source document, also remain.
- For internal consistency, place your page number centered at the bottom of the page, as usual, but put it in brackets. Bracketing allows you to continue the page numbering of your paper while alerting the reader that these page numbers do not make up the pagination within the separate documents of your appendices.
- Previously copied material does not need to adhere to DMin’s formatting standards, except for the page numbers and margins.

Back Matter

- For final projects, the order is first appendices and then bibliography.
- If in the rare case you have several illustrations, these will come first. Follow Turabian (p. 399).
- For appendices, follow the instructions found under “Appendices” above.
- For the bibliography, follow the instructions under “Bibliography” below.
- Endnotes, which are often found as part of the back matter, are not allowed. DMin requires the use of footnotes.
- If you have a glossary, it goes in the front matter.

- Use Arabic numerals to paginate the back matter, and number the pages consecutively.
- Back matter should not exceed about 25 pages. DMin will not accept any final project where the front matter, text and back matter go beyond 200 pages. The back matter includes the bibliography.

Bibliography (Chapters 16 and 17): Follow Turabian, except where noted.

- Do not include the Bible in your bibliography. However, if you cite a study note from a Bible, reference it in the bibliography.
- See Figure A.15 (p. 401), [Sample Bibliography](#) and “[A Basic Guide to Footnotes and Bibliography](#)” for additional help.
- Refer to 17.5.9 concerning website entries. Note the level of detail for footnotes and the bibliography.

Block Quotes (25.2.2): Incorporate a quotation in one of two ways.

- If a quotation is shorter than five full lines, integrate it into the body of your text and enclose it with quotation marks.
- If a quotation is five full lines or longer, indent a default stop (.5 inches) from the left margin and do not add quotation marks. The right margin should not be indented, and the quote should be single-spaced.
- Insert one blank line before and after the block quote.
- Refer to [Sample of First Pages of a Chapter](#) for an example of a properly formatted block quote.

Citations (p. 136: 15.3.1; Chapter 16): Use bibliography style citations with footnotes.

- 16.3.3: Numbering notes. Restart each chapter with note 1.
- 16.3.4: Indent footnotes as you would a paragraph. Use superscripts for reference numbers in notes. While Turabian does not allow a space between the number and the text note, Microsoft Word’s default for footnotes adds the one space. Either one space or no space between the number and the text note is acceptable, as long as you are consistent throughout your paper.
- 16.3.4: Insert a line space between each individual entry.
- 16.4: Short forms of footnotes are acceptable: give author, title and page number. Refer to “[A Basic Guide to Footnotes and Bibliography](#)” for more help.

Citing the Bible (17.5.2; 24.6): Do NOT cite the Bible in footnotes.

- While Turabian instructs students to place Bible references in footnotes, do not do this. Incorporate a Bible reference in the body of the text or put it in parentheses at the end of the sentence in which it appears or is referenced. Refer to the section, “[DMin Writing Style](#)” in this guide for examples of proper style.
- Spell out books of the Bible or use the “shorter” form of abbreviations, which do not require periods (24.6.1-24.6.3). Be consistent.

Epigraphs (25.2.2; p. 387): Follow Turabian.

- Epigraphs are permissible either as a dedication or at the beginning of a chapter.

- If you use an epigraph to begin a chapter, place it single-spaced and centered below the title.
- If you use an epigraph as a dedication, place it three inches from the top of the page, centered.

First Person Pronouns (pp. 116-117: 11.1.7): Use them appropriately and sparingly.

- You may use the first person pronoun in your Introduction and Summary and Conclusion, but seek to avoid it, unless necessary, in the other sections of your text.
- Avoid use of the “royal we” except where noted by Turabian in this section. If the first person plural is used, make sure that there is clear reference to a specific group of people or that you are directly linked to the action or situation described.

Front Matter (A.2.1): Follow this order and refer also to DMin formatting templates.

- *Submission page*: This page will be provided by the DMin office when the final project is ready for binding. DMin refers to the submission page as the “Approval Sheet.”
- *Title page*: Follow DMin “[Sample Title Page](#)” template, not Turabian.
- *Copyright or blank page*: Insert a blank page; do not write out a copyright notice.
- *Abstract*: The abstract is not numbered and is not part of the pagination. The maximum number of words in the text is 300. Write “Abstract,” in capital letters, centered on the page, one inch from the top of the page, and follow the [Sample Abstract](#). Single-space the text.
- *Dedication*: Optional. If included, do not put an actual page number on the page but count it in the pagination. Single-space the text. Do not title the page.
- *Acknowledgments*: Optional. Single-space the text and format it in the same way as the main text.
- *Epigraph*: Epigraphs are allowed. Count the epigraph page when you number pages, but do not place an actual number on the page.
- *Table of Contents*: Use “[Table of Contents](#)” sample in the DMin Style and Format Guide to create your own.
- *List of figures, tables, or illustrations*: If you have more than five items, create a list. Each list should be put on a separate sheet of paper unless the lists are short. (See Turabian, pp. 382-383.) Make sure to title each list with a headline-style title. With each list, do not use leaders (periods) to connect titles and page numbers.
- *Preface*: While Turabian mentions the preface, do not include one in your final project.
- *List of abbreviations*: Optional
- *Glossary*: Optional
- *Editorial or research method*: Do not include this as front matter. Any explanation of editorial or research method should be included in the main text.

Introduction (A.2.2): Focus on both content and format.

- For content, read and follow what is contained in the [Final Project Template](#).
- For format, follow Turabian (p. 391), but capitalize all letters in the word, “Introduction.” See sample [Introduction](#).
- The introduction should be between 5 and 7 pages, although 4 pages is acceptable.

Lists (23.4.2): Follow Turabian, but note the following:

- DMin's preference is to convert lists into narrative sentences and paragraphs within the body of the text.
- If lists are absolutely necessary in the text, make sure to elaborate on each point and connect the list to the surrounding content. Avoid creating "shopping" lists in which you simply give a string of items in a row. This is not acceptable.

Numbers (Chapter 23): Follow Turabian and pay attention to the following:

- 23.1-23.3 relate to numbers used in the body of the text.
- If several statistics are used, be consistent in using numbers.
- 23.1.3: With percentages, use numerals; spell out "percent" as a general rule. Use the percentage sign when a table is used.
- 23.3.2: Be consistent in references to decades (e.g., fifties and sixties or 1950s and 1960s). Do not use apostrophes (e.g., 1950's).

Pagination (A.1.4-A.1.5): Follow Turabian and pay attention to the following:

- *Numbering* (A.1.4): Refer to the "[Pagination](#)" template.
 - Place all page numbers of your paper in the footer, centered, and one inch from the bottom of the page; use 12 point, Times New Roman type.
 - The only page numbers that might appear anywhere other than in the footer are those in your appendices (e.g., copied material or training manual).
- *Project length*: The required page length of the final project is between 125 and 175 pages; this page count does not include front and back matter. When front and back matter are included, the maximum total length is 200 pages. The DMin office will not accept any final project that exceeds a total of 200 pages.
- *Chapter length*: Chapters should be 15-25 pages.
- *Introduction*: This section is generally 5-7 pages, although 4-5 pages are acceptable.
- *Summary and Conclusion*: This section should be 5-7 pages long.
- *Important note*: In your writing, always seek to be clear, concise, cogent and correct. Longer is not necessarily better. Most projects can be done well in 150 pages, including front and back matter.

Paper Format (Appendix, pp. 373ff): Pay attention to details and DMin requirements.

- A.1.1: *Margins*. Refer to "[Page Margins](#)" under "[Formatting Your Document](#)" in this Style and Format Guide.
- A.1.2: *Typeface*. Use only New Times Roman typeface, 12 point for text and 10 point for footnotes, table titles and figure captions.
- A.1.3: *Spacing and Indentation*. Double-space all text, except where noted in Turabian or this guide. Put only one or two spaces between the end of one sentence and the beginning of the next sentence. Be consistent.
- A.1.4: *Numbering and Placement*. See [Pagination Template](#) in this guide for order and numbering. Also refer to "[Formatting Your Document](#)."
- A.2.1: *Front matter*. See above. Also, make sure to follow the sample [Title Page Template](#). For the Table of Contents, follow the DMin sample [Table of Contents](#), not the one in Turabian.

- A.2.2: *Introduction*. Follow instructions on p. 391. Make sure to center and capitalize the word “Introduction.” Place it one inch from the top of the page. Do not merge your introduction with Chapter 1, as Turabian suggests.
- A.2.2: *Parts*. Parts are required. See “Parts” in this list.
- A.2.2: *Chapters*. Number each chapter with numbers; do not spell out the chapter number. Do not omit the word “Chapter” from the title of the chapter. Place chapter title three inches from the top of the page. (Note: the Introduction, Summary and Conclusion, Appendix, and the Bibliography titles are all placed one inch from the top of the page.)
- A.2.2: *Sections*. Create formal sections within the chapter using subheads or subsections; do not simply leave an extra blank line between paragraphs. Follow DMin rules for subheads, as found in [Use of Subheads in Your Manuscript](#).
- A.2.2: *Tables and figures*. See above.
- A.2.2: *Conclusion*. Do not label the conclusion as the last numbered chapter. Simply label it “Summary and Conclusion” in all capital letters, centered, one inch from the top of the page.
- A.2.3: *Back matter*. This includes illustrations, appendices, and bibliography. Do not use endnotes.
- A.2.3: *Bibliography*. Follow instructions on p. 404. Make sure to center and capitalize the word “Bibliography,” and place it one inch from the top of the page.

Parts (A.2.2): Use parts to better organize your work.

- Use of parts is required.
- Parts must have at least two chapters.
- Spell out the part number (Part Two vs. Part 2).
- To format correctly, follow the DMin sample [Part Page](#) in this guide. Make sure to put a line space between the two lines of text, and avoid use of a colon.
- Do not include any other text on the “Part” page other than the “part” and “title.”
- Do not place a page number on the page but count the page in the pagination.

Plagiarism (7.9; 15.1, 15.2; 25.1): Guard against inadvertent plagiarism.

- Read carefully the entire section in Turabian, and take it seriously. Students are held responsible for proper citation; if they fail to cite properly, they risk failing the course or being expelled from the DMin program.
- Pages 133-134 (15.1) give four reasons for citing sources. Read also 15.2.

Punctuation (pp. 295-307): Follow the instructions in Chapter 21, but note:

- 21.1: Periods after sentences can be followed by either one space or two spaces. Choose your spacing and be consistent throughout your paper.
- 21.5: Seek to avoid question marks unless in quoted material. Rephrase a question into a declarative statement.
- 21.6: Do not use exclamation points, except in quoted material. You may use questions when you are posing your research questions or discussing research results.
- Do not use italics, except in the case of foreign words and when they are used in quoted material. Also, see Turabian, 22.2, pp. 312-313.

Spacing (A.1.3): Follow Turabian, noting especially:

- Double-space all text, except where noted in Turabian or in this guide.
- While Turabian states, “Put only one space, not two, following the terminal punctuation of a sentence” (p. 375), DMin allows two spaces between sentences. Just be consistent.
- “Use tabs rather than spaces for indentation, columns of text, and other content requiring consistent alignment” (p. 375).
- For paragraph indentations, use default tab stop, which should be one-half inch.

Subheads (A.2.2): Divide the chapters into different sections.

- If possible, do not use more than two levels of subheads.
- Refer to [Use of Subheads in Your Manuscript](#) in the DMin Style and Format Guide for additional help. Follow the stated guidelines; do not devise your own typography or formatting (p. 398).
- Do not end a page with a subhead.
- Do not put together two subheads of different levels; place text between them in a way that connects the two subheads together in thought.

Tables and Figures (Chapter 26): Follow Turabian.

- 26.1.2: Use only portrait orientation; landscape orientation is not allowed. However, if a table does not fit in a portrait manner, use landscape with the heading at the binding margin. Place the page number centered at the bottom of the page, as if the page were portrait style; this page placement allows consistency with the rest of the paper.
- 26.2.2: Present table titles in 10-point type.
- 26.2.7: For footnotes concerning tables and figures, use 10 point, New Times Roman font. (The body of the paper is in New Times Roman, 12 point type.)
- 26.3.2: For figure captions, use 10 point, New Times Roman font; with the rest of the body of the paper use New Times Roman, 12 point type.

Titles (A1.1.5): Follow Turabian, but note:

- Follow the examples in the samples to determine the appearance of titles. Use headline-style capitalization for first- and second-level subheads. Follow the rules for headline capitalization on pages 314-315.
- The final project title page appears in all capital letters. Do not bold.
- Do not use different typography or format from what is described in Turabian. Times New Roman font must be used for titles except in the case of titles that appear within documents that are a part of the appendices.

Vita: Due to confidentiality concerns, this page is no longer included.

Evaluation of Style and Format and Review Process

Evaluation Criteria

Your final project will be reviewed for style and format as well as content. Both approvals are necessary for the project to be approved. Style and format will be evaluated according to specific criteria.² The criteria will fall in five general categories: 1) appearance; 2) completeness; 3) order; 4) accuracy; and, 5) consistency. Keep these categories in mind as you develop your project. Also, make use of [Fuller DMin Academic Writing Standards: A Checklist for Students](#) to conduct your own evaluation of your manuscript. If you consistently assess your work in light of DMin's writing standards, you will increase the probability that your project will be approved for style and format.

Appearance:

Evaluation of your manuscript will include, but not be limited to, a review of the following:

- Font
- Spacing
- Pagination
- Citation
- Titles
- Margins

Completeness:

- All parts are included without exceeding the 175-page limit (200-page maximum with front and back matter included).
- All necessary information is included in citations and bibliography, except those sources noted by Turabian.
- Every author cited in the text is included in the bibliography.
- Content reflects final project proposal and content reader's required changes.

Order:

- The project reflects the pagination template.
- The chapters and parts follow the Table of Contents.
- The names in the bibliography are in correct alphabetical order.
- All elements of the project appear in their proper sequence.

Accuracy:

- Grammar and punctuation are correct.
- Headings and page numbers in the Table of Contents match the text.
- All citations are accurate.
- Local guidelines for style and format are followed.

² This section was adapted from the following source and used by permission: Oksana Bezv and Elizabeth (Betsy) Glanville. "Doing It Right the First Time: Hints for Manuscript Preparation for the School of Intercultural Studies," draft version, Fuller Theological Seminary, 2006, 1.

Consistency:

- The same font (Times New Roman) is used throughout (Exception: appendices).
- All terms are identical (e.g., “His” vs. “his”)
- All names are identical.
- Scripture references are all cited using the same form of abbreviation (See Turabian, pp. 341-343).

Review Process

Note: This process applies to all students who register for the final project after January 1, 2010. Please follow the instructions carefully. Also, see the DMin website for the most current information about the final project and requirements.

1. Submit your introduction, first chapter and required accompanying material (i.e., title page, full table of contents, and bibliography) by the deadline given by the DMin office. Submit two printed copies of your work and also email it electronically as one file in Microsoft Word format.
2. The final projects coordinator will send your manuscript to a DMin style and format reader (SFR) at the same time the manuscript is mailed to your content reader. If the office judges that the manuscript is not readable enough for the content reader (CR), it will not be forwarded to that person. Instead, the office will ask you to revise your work. Submit your revised work, corrected for style and format (S/F), by the deadline given.
3. The SFR will do a thorough review of the manuscript according to the DMin Style and Format Guide and Turabian (7th edition). The SFR will mark up the manuscript either electronically or on printed copy, and write a one- to two-page narrative evaluation indicating errors and corrections to be made.
4. Use the SFR’s evaluation and marked-up manuscript as a guide to correct your introduction and first chapter and make S/F decisions with the remaining chapters.
5. Make a decision about editing. You may choose to use an editor rather than seek to do your own editing and formatting. You may use any editor you choose; if you request a suggestion, we will provide a list of editors who are familiar with our program and S/F standards.
6. When you submit your first draft to our office, provide two printed copies as well as an electronic version. Submit your work preferably in one file, but definitely no more than three files.
7. The first draft that you submit to our office must have already been edited, whether done by yourself or by your editor. The same SFR who evaluated the introduction and first chapter will do a review of this draft to verify corrections and identify any remaining S/F errors; the reader will not make the changes, only point out mistakes. The first draft will also be mailed or emailed to the CR so that a content review can be performed at the same time as the S/F review, unless the first draft is not of readable quality.

8. After review by the SFR, the manuscript will be emailed or mailed to you with the SFR's feedback; make any remaining corrections. Also, incorporate the changes requested by the CR, and resubmit the revised first draft electronically to the DMin office. If the DMin office determines that your revised draft is still unacceptable in terms of S/F, you will be required to make the needed S/F changes. With the changes made, resubmit an electronic copy of the corrected manuscript to the DMin office. If the manuscript still fails to conform to S/F requirements, you will be required to revise and resubmit it to the DMin office. Any resubmission that requires another S/F review will cost \$100.00 until it can be approved by the DMin office.
9. After the CR approves the first or revised first draft, prepare the pre-final version. When the DMin office receives an electronic copy of the pre-final version, it will be forwarded to the CR for final review, and the final projects coordinator will make one final check of style and format. The pre-final version must meet both content and S/F requirements to be considered approved.

DMin Final Project Template: An Abbreviated Guide to the Major Components

Total Page Limitation – 125 to 175 pages

INTRODUCTION (5-7pages)

The Problem

- State the ministry need, problem or challenge, and include:
 1. Target audience and location
 2. Specific ministry need
 3. Why the topic is important
 4. Reason(s) for your interest in the topic
 5. The thesis of the project (who, what and how)
 6. An overview of the project content

PART ONE: MINISTRY CHALLENGE

Chapter 1 – Community Context (15 pages)

- Describe and analyze the relevant demographics and characteristics of your community and their implications for the ministry challenge. Include the following, giving special attention in the analysis to the implied priorities and values suggested by the data:
 1. Socioeconomic factors
 2. Financial priorities
 3. Educational and occupational data
 4. Relational connectedness and sense of community
 5. Cultural and sub-cultural influences (e.g., postmodern thought, ethnic diversity, etc.)
- Identify life-style patterns and religious attitudes and practices, and explore how religious communities are perceived, with special focus on your congregation

Chapter 2 – Church Context (20 pages)

- Describe and analyze the church or ministry, including:
 1. Relevant aspects of its story
 2. Stated vision and ministry goals
 3. Range of its ministries
 4. Demographics of congregation and/or target group
 5. Leadership and decision-making profile, both stated and actual
 6. Core values and theological convictions, both stated and actual, with evidence to support
 7. Expanded description of the core ministry/need being analyzed (who, what, where, when, how, and why)
 8. Obstacles and opportunities associated with the ministry need under consideration

PART TWO: THEOLOGICAL REFLECTION

Chapter 3 – Literature Review (15 pages)

- Identify 5 to 7 resources critical to your topic and include the following under each title:
 1. Thesis
 2. Summary of main argument
 3. Contribution to topic
 4. Limitation(s) of the resource in light of the ministry challenge

Chapter 4 – Theology of the Church (15 pages)

- Articulate your theology of the Church by doing the following:
 1. Describe the main tenets of your ecclesiological tradition.
 2. Evaluate theologically the strengths and weaknesses of this tradition in light of your topic.
 3. Consider alternative ecclesiological models that might inform your topic.
 4. Ground your ecclesiology in the normative sources of theology, including Scripture, your faith heritage, and insights from the social sciences.

Chapter 5 – Theology of the New Ministry Initiative (15 pages)

- Develop a theology that supports the proposed ministry initiative. Include the following:
 1. Investigate themes in your faith tradition critical to your topic.
 2. Identify specific and germane portions of Scripture with careful attention to thorough exegesis.
 3. Examine critically other theological sources outside your tradition.
 4. Maintain a theological dialogue with your context so as to insure that your theology will inform ministry practice (not a personal credo).

PART THREE: STRATEGY

Chapter 6 – Goals and Plan (20 pages)

- Advocate a preferable future/outcome:
 1. Summarize key theological conclusions and explain implications for the ministry challenge.
 2. Describe a preferred future (new ministry initiative or solution) that is informed by your theological conclusions.
- Describe in detail the specific components of a new ministry strategy, informed by the previous theological analysis. Include the following:
 1. The strategy goals
 2. The content of the strategy, demonstrating how it is contextually sensitive
 3. A description of the initial target population to test the strategy or model (incl. how chosen)
 4. The people who will provide leadership and training

Chapter 7 – Implementation Process and Evaluation (15 pages)

- Develop an implementation process that includes the following:
 1. A description of the new ministry initiative that can be field tested
 2. A timeline
 3. A process for identifying and training the implementation personnel
 4. Resources (meeting space, audio-visual equipment, publications, etc.)
 5. Additional support personnel needed
- Address assessment of the project and goal attainment by doing the following:
 1. Identify appropriate evaluation tools.
 2. Create an assessment plan (i.e, who will perform the evaluation, how, and when)
- Field test the new ministry initiative using the pilot project developed (optional)
 1. Report on results.
 2. Assess “success” and degree of application to the ministry context.

SUMMARY AND CONCLUSION (5-7 pages)

1. Provide a summary of the outcomes and insights gained.
2. Describe next steps, implications, or plans for the future of the church or ministry.
3. Discuss the implications of the project for the larger Christian community.

Appendix 2: S/F Pagination Template
(Credit goes to Marylee Hull for the design of this page.)

<p>Title Page</p> <p>(Roman numerals in parentheses do not appear but are counted)</p> <p>(i)</p>	<p>Blank Page</p> <p>(ii)</p>	<p>Abstract</p> <p>(not numbered and not part of pagination)</p>	<p>Dedication</p> <p>(optional)</p> <p>(iii)</p>
<p>Acknowledgments</p> <p>(optional)</p> <p>iv</p>	<p>Table of Contents</p> <p>v</p>	<p>Lists (of Illustrations, Tables) or Glossary</p> <p>(optional)</p> <p>vi</p>	<p>Introduction</p> <p>1</p>
<p>Part One</p>	<p>Chapter 1</p> <p>7</p>	<p>Chapter 1 (cont'd)</p> <p>22</p>	<p>Chapter 2</p> <p>23</p>
<p>Chapter 2 (cont'd)</p> <p>41</p>	<p>Summary and Conclusion</p> <p>135</p>	<p>Appendices</p> <p>141</p>	<p>Bibliography</p> <p>145</p>

Appendix 3: S/F Sample Title Page

Specifications: Left-hand margin: 1.5 inches Right-hand margin: 1 inch
Text begins approximately 3 inches from top of page; date is about 1.75 inches from page bottom.

Instructions: Center text. Use New Times Roman, 12 point, all capital letters. Do not bold.
Titles must be 15 words or less.

**USING SPIRITUAL DISCIPLINES TO FOSTER CHARACTER FORMATION
IN ADULTS AT FIRST PRESBYTERIAN CHURCH**

[Five line spaces between text here.]

**A MINISTRY FOCUS PAPER
SUBMITTED TO THE FACULTY OF THE
SCHOOL OF THEOLOGY
FULLER THEOLOGICAL SEMINARY**

[Ten line spaces between text here.]

**IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
DOCTOR OF MINISTRY**

[Five line spaces between text here.]

BY

**KEVIN MADISON
FEBRUARY 2009**

ABSTRACT

Spiritual Disciplines as Empowerment for Compassion

John R. Hull Jr.

Doctor of Ministry

School of Theology, Fuller Theological Seminary

2000

The goal of this study was to explore the relationship between three inward spiritual disciplines: solitude; *lectio divina* and spiritual journaling; and, compassion for the poor. It is argued that the practice of these disciplines can lead to an increased sensitivity to, and compassion for, the poor. The thesis was tested in two ministry settings: the Sierra Madre Congregational Church in Sierra Madre, California, and the Workman Street Church in Los Angeles, California.

Through an examination of Scripture, this study identifies compassion as a defining characteristic of Jesus' ministry and a biblical mandate for the Christian community. Furthermore, it argues that the three spiritual disciplines rightly practiced will lead to compassion, especially for the poor. To test this hypothesis, a series of teachings on the compassion of Jesus in Luke's Gospel was presented at the Sierra Madre Church. A year later, a second teaching series on the spiritual disciplines as empowerment for compassion was delivered to the same church. Finally, a group of ten persons was formed from the church to explore the thesis more carefully in the context of study and practice. To fulfill this goal, the group examined Richard Peace's book *Meditative Prayer* and, at the same time, developed a compassion ministry designed to serve the Workman Street Church. Following completion of the project, the influence of the spiritual disciplines on compassion was analyzed.

This study concludes that the practice of the spiritual disciplines did heighten interest in the Workman Street Church service project, and for some, it actually increased compassion for the needy. However, due to the limited size of the test sample, these findings require further research before a definite conclusion can be made. While further research is needed, the project commends to the larger church the suburban-urban church partnership used in this study.

Content Reader: James Bradley, PhD

Words: 298

Appendix 5: S/F Sample Dedication Page (optional)

Specifications: Left-hand margin: 1.5 inches Right-hand margin: 1 inch
Text begins approximately 3 inches from top of page Bottom margin: 1.3 inch

Instructions: Center text. Use New Times Roman, 12 point. Do not bold. No page number.

To my parents, John and Sue Johnson, who always encouraged me
to pursue the things God placed on my heart

Appendix 6: S/F Sample: Acknowledgments Page (optional)

Specifications: Left-hand margin: 1.5 inches Right-hand margin: 1 inch
Text begins approximately 3 inches from top of page Bottom margin: 1.3 inch

Instructions: Center text. Use New Times Roman, 12 point. Do not bold. Single-space text.

ACKNOWLEDGMENTS

I would like to thank Hope Community Church for their invaluable contribution to this project. Their unwavering commitment to evangelism inspired a new vision for our church and for each of our lives. Thank you to Pat, who listened to my ideas; Carol, who proofed my work; and, to each of our members, who remembered to pray for me on my study days. I am truly humbled by such love.

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INTRODUCTION

Note: Forthcoming

Appendix 9: S/F Sample Part Title Page

Instructions: Center text. Use New Times Roman, 12 point, all capital letters. Do not bold.
Begin text about 3 inches from the top of the page.
Double space between text.
No page number at bottom of page (but counted as a page)
No colon at end of first line. See below.

PART ONE

MINISTRY CONTEXT

CHAPTER 3

ONTOLOGY OF THE HOLY SPIRIT FROM A PENTECOSTAL PERSPECTIVE

Dallas Willard wrote: “Spirituality” wrongly understood or pursued is a major source of human misery and rebellion against God.”¹ This is why it is so important to have a clear understanding of the Holy Spirit, spirituality, spiritual formation and Spirit baptism. However, getting a clear picture of what this spiritual life looks like is no casual task. “The Christian faith today must confront ontology; the basic questions about the nature of reality ... Spirituality without ontology will usually degenerate into mere religion, legalism, and possibly superstition.”² A balanced spirituality requires more than spiritual sounding answers. It demands a clear and solid understanding of the biblical reality of the Holy Spirit.

To meet this challenge, there is a great need for ontology of the Holy Spirit. It would clarify the nature and the role of the Holy Spirit in relationship to the Trinity and humanity. Today’s pastor is continually faced with the daunting task of making the nature and the role of the Holy Spirit more apparent to the modern ear and perspective.

¹ Willard, *The Spirit of the Disciplines*, 81.

² Dallas Willard, Notes from “Spirituality in Ministry,” Fuller Theological Seminary, June 2001.

Appendix 10: Sample of First Pages of a Chapter (by Tony Cervero, used by permission.)
Specifications: Title begins about 3 inches from top of page. Note formatting of block quote and footnotes.
For subheads, place two line spaces between title and the last sentence of the previous section.

The word “clarify” is not used casually or loosely. This endeavor is not a redefining of the role of the Holy Spirit. The word “clarify” is best defined by its synonyms. The synonyms for clarify are “to make clear;” “to explain;” “to illuminate;” “to spell out;” “to simplify;” and “to shed light on.”³ It is the desire of this author to make clear blurred conceptions of the Holy Spirit, to explain confounding aspects of the spiritual life, to illuminate the dark corners that lurk on this spiritual pathway, and to spell out basic principles that apply to all spiritual sojourners. As Clark Pinnock observes, “Clarity concerning being [ontology] helps us understand not only who God is but who we are and what kind of world we inhabit.”⁴ It is the objective of this chapter to clarify, by ontology, the nature of the Holy Spirit. Additionally, from a Pentecostal perspective, this chapter will help understand the Godhead (Father, Son, and Spirit), our humanity and the complexities of a relationship with an infinite God. Through a better understanding of God, a better understanding of our own essence and the nature of our relationship with God will emerge. “Christianity is only as dynamic as its understanding of God.”⁵

Ontology: A Fusion of Experience and Theology

The challenge of creating ontology of the Holy Spirit is that it requires terms that go beyond experience alone or theology alone. It requires a fusion of both theology and experience. “For the work of the Holy Spirit cannot be compartmentalized or separated

³ *Merriam Webster’s Collegiate Thesaurus*, electronic edition, s.v. “clarify.”

⁴ Clark H. Pinnock, *Flame of Love: A Theology of the Holy Spirit* (Downer’s Grove, IL: InterVarsity Press, 1996), 22.

⁵ Clark H. Pinnock, “Divine Relationality: A Pentecostal Contribution to the Doctrine of God,” *Journal of Pentecostal Theology* 16, no. 1 (April 2000): 6.

Appendix 10: Sample of First Pages of a Chapter (by Tony Cervero, used by permission.)

Specifications: Title begins about 3 inches from top of page. Note formatting of block quote and footnotes.

For subheads, place two line spaces between title and the last sentence of the previous section.

out into neat theological categories. The Spirit is a person, not a fragmented set of works or experiences. Formal distinctions can be made in principle, but in reality they exist as an integrated whole.”⁶ In crafting his thorough work on pneumatology, Veli-Matti Karkkainen wrote, “A healthy pneumatology requires balance between two seemingly contradictory orientations.”⁷

Terms of Experience

The study of the Holy Spirit must have the essential perspective of spiritual experience. Karkkainen maintains that experience upholds the integrity of a study of the Holy Spirit. “Approaching the topic of the Spirit and pneumatology from the perspective of experience is the only way to do justice to the object of our study.”⁸ According to the Finnish theologian, biblical pneumatology is a “lived” pneumatology rather than a schematized doctrine.⁹ “How one experiences God influences the way one reflects on God.”¹⁰

National leader in the Assemblies of God, George Wood, writes,

As Pentecostals, our emphasis on having a personal experience with the Holy Spirit has sometimes brought us into a great deal of criticism from other members in the Christian family ... Sometimes our critics have forgotten that even the people of the Bible had great experiences in God before they were able to

⁶ Frank D. Macchia, *Baptized in the Spirit: A Global Pentecostal Theology* (Grand Rapids: Zondervan, 2006), 18.

⁷ Veli-Matti Karkkainen, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective* (Grand Rapids: Baker Academic, 2002), 15.

⁸ Ibid.

⁹ Ibid., 23.

¹⁰ Pinnock, “Divine Relationality,” 4.

Appendix 10: Sample of First Pages of a Chapter (by Tony Cervero, used by permission.)
Specifications: Title begins about 3 inches from top of page. Note formatting of block quote and footnotes.
For subheads, place two line spaces between title and the last sentence of the previous section.

articulate a theology placing their experience within the greater context of God's revelation.¹¹

Moses met God at a burning bush before God taught him the lessons of the Pentateuch.

Isaiah experienced God in the Temple long before he understood the panorama of history and prophecy God would later reveal to him. Saul of Tarsus encountered Jesus on the Damascus Road well before he could have passed an examination on the relationship of law to grace.

Theology needs experience to keep it alive; on the other hand, experience needs theology to keep it on course. "Religious experience needs good theology the way a traveler needs a reliable map. A traveler with lots of enthusiasm but no map for the journey is a dangerous person to travel with. Together you can get hopelessly lost."¹²

Terms of Theology

Catholic theologian John R. Sachs said, "Theologians from whom I have learned the most, both ancient and modern, all warn against trying to comprehend the Spirit in a systematic way ... Overly speculative study of the Spirit would also hinder us from becoming more acutely desirous of and sensitive to the Spirit."¹³ The Spirit cannot be imprisoned by the concepts of theology. Theology must always be more than rational for we are speaking of a reality that is active in our lives and that cannot be captured

¹¹ George O. Wood, "Forward," in Anthony D. Palma, *The Holy Spirit: A Pentecostal Perspective* (Springfield, MO: Logion Press, 2001), 9.

¹² Pinnock, *Flame of Love*, 11.

¹³ John R. Sachs, "Do Not Stifle the Spirit: Karl Rahner, the Legacy of Vatican II, and Its Urgency for Theology Today," in *Catholic Theological Society Proceedings*, Baltimore, MD, 1996, ed. Elizabeth Dreyer, 51, as cited in Karkkainen, *Pneumatology*, 14-15.

Appendix 10: Sample of First Pages of a Chapter (by Tony Cervero, used by permission.)
Specifications: Title begins about 3 inches from top of page. Note formatting of block quote and footnotes.
For subheads, place two line spaces between title and the last sentence of the previous section.
altogether in cognitive ways.¹⁴ There are depths of the mystery that cannot be accessed

by reason alone. Consequently, this study must be articulated in terms that can house mystery, divinity, eternity, and wonder while giving them room to be ever growing, transforming, and expanding. This is the great experiment of theology.

Balance between Theology and Experience

As has been previously stated, “A healthy pneumatology requires balance between two seemingly contradictory orientations.”¹⁵ These orientations are theology and experience. It is a great challenge because, as Clark Pinnock discerns, “Theology has not found it easy to integrate relationality [experience] into the doctrine of God because of extra-biblical influences upon it and possibly also because of a lack of experience of the living God on their part.”¹⁶

In an article to *The Journal of Pentecostal Theology*, Pinnock challenged the Pentecostal thinkers to contribute to the doctrine of God an essential element of balance. He said:

Pentecostals are now in a strong position to make contributions to theology, distinctive contributions reflecting their own ethos and experience that will no doubt differ from the type of scholastic discourse based on Aristotelian logic with all its concepts and definitions. Theology done by Pentecostals will have its own qualities and characteristics. One would expect it to be dynamic not rationalistic ... Pentecostal Theology too will be theology with a sense of time and place and not a theology pretending to be for every time and place.¹⁷

¹⁴ Pinnock, *Flame of Love*, 13.

¹⁵ Karkkainen, *Pneumatology*, 15.

¹⁶ Pinnock, “Divine Relationality,” 7.

¹⁷ *Ibid.*, 4.

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Specifications: Title begins about 3 inches from top of page. Note formatting of block quote and footnotes.
For subheads, place two line spaces between title and the last sentence of the previous section.
The intention of this chapter is to lay a theological foundation for a pathway to spiritual fusion through an ontological study of the Holy Spirit.

Ontology of the Holy Spirit: A Personal and Powerful God

In view of the contrasting pneumatologies of Paul and Luke, thirty years of pastoral experience, and a thorough study of the biblical record, there consistently and concurrently arise two basic elements to the nature and role of the Holy Spirit. The Holy Spirit makes God to be personal and powerful to all humanity. “If the Father points to ultimate reality and Son supplies the clue to the divine mystery, Spirit epitomizes the nearness of the power and presence of God.”¹⁸

A Personal God

In his book, *Being as Communion*, John Zizioulas claims that the dominant characteristic of God is that He is a relational being.¹⁹ Zizioulas firmly claims, “Without the concept of communion, it would not be possible to speak of the being of God. ... ‘God’ has no ontological content, no true being, apart from communion.”²⁰ To Zizioulas, ontology for being, for both God and man, is “an actual ontology of communion.”²¹ Thus, it is the Holy Spirit’s work to make this infinite and eternal God personal to finite and flawed humanity. “Though we speak of the Spirit as a third Person, from the standpoint of experience, Spirit is first, because it is the Spirit that enables us to experience God’s ...

¹⁸ Pinnock, *Flame of Love*, 9.

¹⁹ Zizioulas, *Being as Communion*, 17.

²⁰ Ibid.

²¹ Ibid., 27-65. This is the thesis of Zizioulas’ first chapter, “Personhood and Being.”

drawing near. Through the Spirit we feel the warmth of God’s love and the fire that kindles our heart.”²² To clarify the personal work of the Spirit; this study will consider the relation of the trinity, salvation of the sinner, sanctification of the believer, and revelation of Jesus.

Relation of the Trinity

Even though the Trinity is a difficult theological concept, it poignantly portrays a God who is in relation and communion. One writer defines the trinity as “a loving relationality.”²³ God’s triune identity and the Spirit as “the bond of love”²⁴ within the Trinity is the foundation of the relational nature of the Godhead and, specifically, of the Spirit. It was Augustine who first developed this concept. He believed that the Spirit embodied the relationship of the Father and Son, even naming the Spirit, “the bond of love.” “The identity of the Spirit is best located in the communion of Father and Son, as the mutual and reciprocal love that flows between them. Spirit can best be seen as the love that they share.”²⁵ Augustine, along with many ancient Christian authors, developed the relational aspect that is inherent in the trinity. This paper will look Augustine, Bernard of Clairvaux, and Gregory of Nazianzus.

Augustine had a life-long interest in the Holy Spirit. He saw the Spirit not only as the gift of love to us but as the divine love itself, making possible a communion of God with creatures. He drew his proof from 1 John 4:7-16. In verse 12, John writes “... if we

²² Pinnock, *Flame of Love*, 14.

²³ Pinnock, *Flame of Love*, 21.

²⁴ Cited in Pinnock, *Flame of Love*, 38; and in Karkkainen, *Pneumatology*, 47.

²⁵ Pinnock, *Flame of Love*, 38.

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Specifications: Title begins about 3 inches from top of page. Note formatting of block quote and footnotes.
For subheads, place two line spaces between title and the last sentence of the previous section.

love one another, God lives in us.” In verse 16, he proceeds by declaring that “God is love - whoever lives in love lives in God, and God in him.” Finally, Augustine draws his conclusion connecting God’s love with the Spirit from verse 13, “We know that we live in Him and He in us, because he has given us of his Spirit.” According to Augustine, the Holy Spirit is the vehicle of knowing that one lives in God and His love. “The Spirit is the gift of love.”²⁶ From this, Augustine drew an all-important conclusion. The primary presence of the Holy Spirit is love, not knowledge. It is this love that creates abiding, constancy, and unity.²⁷ It is this love that makes God personal.

Bernard of Clairvaux contributed the element of intimacy to the understanding of a personal God. He was a theologian of “the experience.”²⁸ He often invited believers to consult their own experiences in order to test what he was saying about the spiritual life. Peculiar to Bernard’s characterization of the Spirit is the Spirit’s role as the “kiss.”²⁹ He writes in a sermon on the Song of Songs, “If the Father kisses the Son and the Son receives the kiss, it is appropriate to think of the Holy Spirit as the Kiss.”³⁰

²⁶Joseph Ratzinger, “The Holy Spirit as *Communio*: Concerning the Relationship of Pneumatology and Spirituality in Augustine,” *Communio* 25 (1998): 321-329 as cited by Karkkainen, *Pneumatology*, 47.

²⁷ Karkkainen, *Pneumatology*, 47.

²⁸ See further Kilian McDonnell, “Spirit and Experience in Bernard of Clairvaux,” *Theological Studies* 58 (1997): 3-18.

²⁹ *Ibid.*

³⁰ Bernard of Clairvaux, *On the Song of Song 1* (Kalamazoo, MI: Cistercian Publications, 1976), 45.

SUMMARY AND CONCLUSION

The intent of this paper is to bring eleven regional church-planting ministries of the ICCNA to the “tipping point” at which they begin to engage church planters in character transformation through coaching, mentoring, training, and spiritual formation groups.¹ Christian character transformation is the process of being conformed to the image of Christ, through interaction with others and ultimately for the sake of others. God transforms individuals into his Son’s image through the events of everyday life, engagement in spiritual disciplines, and the experience of community. These means can be utilized most effectively for character transformation in conjunction with coaching, mentoring, training, and spiritual formation groups with the church planter’s peers. Therefore, the key method advocated by this strategy is the formation of regional leader care teams which will help church planters engage in dynamic reflection on these means.

In order to accomplish this, the regional directors of ICCNA church-planting ministries must rethink how they define their personal ministerial role. This paper challenges regional directors to see themselves as more than managers of regional organizations. They should perceive themselves to be pastoral caregivers for the many leaders within their sphere of influence. In this role they are to model healthy spirituality, supervise systems that engage others in character transformation, and shepherd the coaches and mentors who provide care for others.

Regional church-planting ministries also must redefine their mission and purpose. This paper suggests that regional ministries expand their mission to include the care and

¹ Gladwell, *The Tipping Point*, 12.

attention provided to church planters and not merely the launching of new churches. In this way, church planters will not be viewed as a means toward regional goals but as legitimate recipients of the region's ministerial efforts.

Finally, church planters themselves must redefine their purpose. They are not called just to launch a new church or even a church-planting church. First and foremost, church planters are called to become disciples of Christ. They are called to engage in the process of being conformed to the image of Christ, through interaction with others and ultimately for the sake of others. While church planters approach their assignments focused on visions of partnering with God to transform individual lives and communities, they must be helped to discover that God is just as concerned with transforming them. Since church planters tend to focus on the successful "doing" of ministry, they need the help of others to refocus on the challenge of "being" Christ's disciples.

The decision to engage church planters in character transformation will benefit the church-planting ministries of the ICCNA. This decision will demonstrate that the ministries and their leaders take the words and example of Jesus seriously, investing significantly in the development and care of leaders. Matthew 9:36-38 says that when Jesus "saw the crowds he had compassion on them, because they were harassed and helpless, like sheep without a shepherd. Then he said to his disciples, 'The harvest is plentiful but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field.'" Jesus' words clarify that the scarcity of harvest workers is the key factor that inhibits a region's ability to reach the lost. Providing church planters with leader care reveals that regional ministries understand the value of the church-planting leaders in their midst.

The second benefit regional ministries will reap is the long-term development and influence of their emerging leaders. The value of a church-planting leader should not be measured by just the new church which may emerge as a result of his efforts over a two-to three-year period. The long-term value of a church-planting leader is in the two to three decades of effective ministry latent within the leader's potential. Investments in the character transformation of church planters reap positive benefits far into the future as those leaders affect many church plants within their direct and indirect spheres of influence. As church-planting leaders mature and progressively are conformed to the image of Christ, their presence will continue to impact the many leaders and congregations they touch.

The third benefit of engaging church planters in character transformation through leader care teams is the close relational connection which is built and sustained between the church planters and the regional ministries. An investment in leader care will foster a stronger and more durable level of commitment and loyalty on the part of the church planter toward other ministries within his region. Transformed leaders will become agents in the transformation of others. The nurture and care they will have received will become the gift they pass on to other leaders under their care—whether they be church planters, congregational staff, lay leaders, or ministry volunteers at the grassroots level of ministry.

Failure to emphasize leader care will result in the continuation of the overly autonomous and individualistic approach which has characterized the history of the ICCNA. A failure to engage in a leader care focus also might result in the birth and growth of congregations that effectively gather crowds and yet fail to intentionally engage

members in authentic Christian growth. Finally, a failure to engage in character transformation can result in church planters taking hits from the blind side.

Theismann's career-ending injury at the hands of Taylor highlighted for NFL executives and coaches their need to protect the quarterback's blind side. The idea of expending significant money and energy to protect their quarterback's blind side reached the tipping point. This paper suggests that regional church-planting ministries need not wait for any more career-ending events to destroy the effectiveness of their church planters before deciding to assist these highly capable leaders in character transformation. This is a call for regional leaders to huddle and figure out how their team can protect their quarterback's blind side.

While this endeavor might seem an imposing challenge, the leaders involved should remember that it takes only a small team of committed participants to make a big difference. A region can be brought to the tipping point through the concerted efforts of just a handful of leader care practitioners. As Gladwell would remind leaders who wish to spark significant changes in the culture around them, "Look at the world around you. It may seem like an immovable, implacable place. It is not. With the slightest push—in just the right place—it can be tipped."²

² Ibid., 259.

APPENDIX A

Evaluation

Series on the Spiritual Disciplines & Compassion

1. How many sessions did you attend?

- 1 2 3 4 5

2. Did the series stir your interest in the spiritual disciplines?

- Very much Some No effect

3. Have you begun to practice a spiritual discipline or been renewed in your commitment to the disciplines as a result of this series?

- Very much Some No effect

4. Were there concepts or ideas from the teaching that you still have questions about?

- Yes No

If yes, please explain:

5. Was the relationship between the spiritual disciplines and compassion made clear?

- Yes Somewhat No

Appendix 12: S/F Sample Appendix

Instructions: Appendices do not need to follow DMin formatting requirements; however, the left –hand margin should remain 1.5 inches, and bracketed page numbers should reflect numbering of manuscript.

- 6.** What did you personally find most beneficial in the teaching series (i.e., particular illustration, concept, teaching method, etc.)?
- 7.** Would you be interested in a small group focused on the spiritual disciplines and their relationship to compassion?
- Yes
 - No
 - Maybe, but I would need more information. (Please specify.)

Your Name (optional): _____

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Appendix 13: S/F Sample Bibliography

Specifications: Margins: Left: 1.5" Right: 1" Bottom: 1.3" Top: 1"

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DMin Writing Helps

Writing Help No. 1: Read the resources.

While not necessarily becoming your friends, Kate Turabian and the DMin Style and Format Guide will need to become your traveling companions as you journey through the DMin program.

1. *DMin Style and Format Guide*: This online resource provides detailed information and instructions regarding the program's academic writing standards. You can also download this document and use the samples to help you develop your project. Refer to the guide often. It is your basic resource for style and formatting decisions. If there are any discrepancies between what you read in the DMin Style and Format Guide and Turabian, please follow the DMin guide.
2. *A Manual for Writers of Research, Papers, Theses, and Dissertations, seventh edition*, by Kate L. Turabian: Use this book for all style and format issues not addressed in the DMin Style and Format Guide.

Other helpful resources include the following:

1. *Vhymeister*: Nancy Jean Vhymeister's book, *Quality Research Papers for Students of Religion and Theology*, is a good guide for students looking for an overall approach to writing. It includes chapters on research, reading and taking notes, footnoting, and organizing and writing a paper.
2. *DMin Academic Writing Standards: A Checklist for Students*: Refer to this document throughout the writing process. It will give you the basic parts of the writing process to which you need to pay attention. It is also helpful as a way to evaluate your paper.

Writing Help No. 2: Know your focus and purpose.

Many students do not do well on a written assignment because they fail to understand the focus and purpose of the paper. You would do well to ask yourself these or similar questions:

1. What type of paper is this (e.g., reflection, research, book review, etc.)?
2. What specifically is being asked for (e.g., comparison, integration, critical analysis, description, exegesis, etc.)? What are the required components of the paper?
3. What are the key issues or ideas?
4. What outline seems to follow from my responses to these previous questions?

Writing Help No. 3: Develop a good thesis statement.

A good thesis statement is critical to the student's paper. It communicates the focus and goal of the written work and should make a claim or assert a particular position. A good thesis statement reflects the paper's central thought. The statement should be clear, concise and cogent, avoiding vague generalities and ambiguous terms. It should be supported throughout the paper.

Writing Help No. 4: Pay attention to grammar and punctuation.

"I couldn't appreciate the music because the static from the speakers was so noticeable." Bad grammar and punctuation are like "static." They detract from the content of a paper and distract the reader from appreciating the quality of the content. Use your word processing software to check for errors. Also, refer to "[Tips for Excellent Writing](#)" as a fun way to check yourself on your knowledge of English grammar. If you cannot identify the error in each of the statements listed, you may want

to review a basic book on grammar. To check punctuation, try Strunk and White's book, *The Elements of Style*, 4th edition.

Writing Help No. 5: Write with style.

Everyone prefers a particular style, whether it be in clothes, art, music or writing. In the DMin program, the required writing style is Academic English. This is in contrast to writing that is informal, sermonic, conversational or polemical. Academic English is more formal, objective, logical and factual. The style is clear, concise and cogent. It does not use slang, colloquialisms, idiomatic expressions or contractions, nor does it begin sentences with conjunctions. Inclusive language is used. Sentences are always complete. Scripture citations are spelled out when they appear as part of a sentence in the text. They are abbreviated when they appear after the text, using the "shorter" form as outlined in Turabian. The following are examples. Also, note the correct placement of parentheses, end quotes and periods.

- In 1 Corinthians 13:7, the Apostle Paul states that love "bears all things, believes all things, hopes all things, endures all things."
- The Apostle Paul writes that love "bears all things, believes all things, hopes all things, endures all things" (1 Cor 13:7).
- In Ephesians 2:10, Paul declares that "we are his workmanship."
- Paul writes that believers are God's workmanship (Eph 2:10).

As you write your paper, make sure to refer to the DMin Style and Format Guide and the "DMin Academic Writing Standards: A Checklist for Students." They will help you write with style, the DMin way.

Writing Help No. 6: Embrace the writing process.

Developing a good paper is a process. It can be enjoyable and rewarding. It can be difficult and discouraging. Regardless, good writing is hard work. Face it, and then embrace the process. Here are the steps:

1. Select your topic (or the key concepts about which you want to write).
2. Develop a solid thesis statement. This may take several drafts.
3. Plan and do your research. Vyhmeister's book is helpful here.
4. Develop a good outline. Make sure your outline reflects the purpose of the paper, flows logically, and includes an introduction and some sort of summary or conclusion.
5. Take good notes. Be accurate.
6. Write a first draft.
7. Rewrite.
8. Format correctly.
9. Edit and revise. (See Vyhmeister, pp. 99-100.)
10. Evaluate.

Writing Help No. 7: Go with the flow!

Good writing should flow. Each sentence should transition smoothly into the next, each paragraph into the next, and each section and chapter into the next. Your logic must be clearly evident, and your ideas need to naturally connect to each other. Each idea should build upon the previous one. With each paragraph there should be movement toward persuading the reader of the validity of the points being made or the argument set forth.

The best time to check “flow” is when your draft is completely written. In the revision stage, Vhymeister gives a helpful list of things to look for, the first one being “flow of ideas” (p. 99).

Writing Help No. 8: Take charge with your footnotes and bibliography.

Most students cringe at having to do footnotes and a bibliography. However, this need not be a daunting task, if you do the following:

1. Make sure you know the DMin program requirements for documentation of sources. Review the DMin Style and Format Guide and Turabian.
2. Take good notes. Develop a system to keep track of your information. As you read books, you may find it helpful to jot notes in the margins, or keep a log for each book, identifying key concepts and ideas with the corresponding page numbers. Index cards with key ideas are also helpful.
3. Document your sources accurately and thoroughly. Plagiarism has extremely serious consequences.
4. Avoid using endnotes. Only footnotes are acceptable.
5. Learn how to do “section breaks” (if using Microsoft Word software), so that you can make sure that your footnotes begin with the number 1 with each new chapter.
6. Refer to [“A Basic Guide to Footnotes and Bibliography”](#) as an additional resource.
7. Make sure to double space between entries for both your footnotes and bibliography. When citing Scripture, do not put the reference in a footnote. Either include the reference as part of your sentence, or put it in parentheses after the sentence (but before the sentence period).

Writing Help No. 9: Edit and evaluate for excellence.

The quality of a paper can increase significantly if you take the time to edit and evaluate your work. With regard to editing, go over your completed paper with a “fresh eye” after being away from it for a day or two. You will notice things that are unclear or need to be changed. Vyhmeister lists seven things to look for as you review your paper at this stage. Refer to Chapter 10 of her book for an elaboration of these items:

1. Flow of ideas
2. Coherence
3. Bridges
4. Logic of organization
5. Weak spots or omissions
6. Awkward sentences
7. Unnecessary words

In addition, use the [“DMin Academic Writing Standards: A Checklist for Students”](#) to evaluate your work. As you review content, also pay attention to grammar, spelling, and formatting, especially errors in your pagination, footnotes, table of contents and bibliography. At this point, it is also helpful to ask someone to proofread your paper. More than likely, this person will be able to identify mistakes that you missed.

DMin Academic Writing Standards: A Checklist for Students

This checklist reflects the academic writing standards of the DMin program and is intended to help you write a high quality DMin paper. Your instructor or final project (FP) content reader will use the criteria listed here to evaluate your work. Prior to submission, check the quality of your paper by reviewing it according to each of the items that applies to it. The items are not weighted equally but will factor into the overall paper and course grade.

General Writing Principles

	Yes	Needs Work
1. Clarity: Every part of the paper is easily understandable.	<input type="checkbox"/>	<input type="checkbox"/>
2. Conciseness: Wordiness is avoided.	<input type="checkbox"/>	<input type="checkbox"/>
3. Cogency: The paper is convincing, compelling and pertinent.	<input type="checkbox"/>	<input type="checkbox"/>
4. Correctness: There is accuracy and precision in:		
a. Assumptions	<input type="checkbox"/>	<input type="checkbox"/>
b. Logic	<input type="checkbox"/>	<input type="checkbox"/>
c. Theology	<input type="checkbox"/>	<input type="checkbox"/>
d. Citation	<input type="checkbox"/>	<input type="checkbox"/>
e. Punctuation and grammar	<input type="checkbox"/>	<input type="checkbox"/>
f. Style and formatting	<input type="checkbox"/>	<input type="checkbox"/>

Content-Specific

1. Project is well organized.	<input type="checkbox"/>	<input type="checkbox"/>
2. Thesis is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>
3. The problem is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>
4. The argument is sustained throughout the paper.	<input type="checkbox"/>	<input type="checkbox"/>
5. Primary sources and available materials are used and engaged.	<input type="checkbox"/>	<input type="checkbox"/>
6. Thorough exegesis is presented.	<input type="checkbox"/>	<input type="checkbox"/>
7. Sufficient interaction with quoted material is demonstrated.	<input type="checkbox"/>	<input type="checkbox"/>
8. Facts are adequately documented and footnoted.	<input type="checkbox"/>	<input type="checkbox"/>
9. Assertions are supported with appropriate evidence that is footnoted.	<input type="checkbox"/>	<input type="checkbox"/>
10. Adequate description of ministry context is given.	<input type="checkbox"/>	<input type="checkbox"/>
11. Ministry concepts are contextualized well.	<input type="checkbox"/>	<input type="checkbox"/>
12. Content reflects an appropriate/mature theology of ministry.	<input type="checkbox"/>	<input type="checkbox"/>
13. Clear goals, outcomes and evaluation are presented (or projected).	<input type="checkbox"/>	<input type="checkbox"/>

Style

1. Complete sentences and proper punctuation are used.	<input type="checkbox"/>	<input type="checkbox"/>
2. Paragraphs are at least three sentences with one clear thought/point.	<input type="checkbox"/>	<input type="checkbox"/>
3. Formal terminology is used. Slang and colloquial expressions avoided.	<input type="checkbox"/>	<input type="checkbox"/>
4. Contractions are not used.	<input type="checkbox"/>	<input type="checkbox"/>
5. Abbreviations are correct and follow DMin S/F Guide and Turabian.	<input type="checkbox"/>	<input type="checkbox"/>
6. Personal pronoun used only as necessary.	<input type="checkbox"/>	<input type="checkbox"/>
7. Inclusive language is used.	<input type="checkbox"/>	<input type="checkbox"/>
8. Sermonic language is avoided.	<input type="checkbox"/>	<input type="checkbox"/>
9. Bible quotations are exact and include accurate references.	<input type="checkbox"/>	<input type="checkbox"/>
10. Proper capitalization of "Bible/biblical" and "Church/church" is used.	<input type="checkbox"/>	<input type="checkbox"/>
11. Assertions are validated with supporting evidence.	<input type="checkbox"/>	<input type="checkbox"/>
12. Supporting evidence is documented with complete footnotes.	<input type="checkbox"/>	<input type="checkbox"/>

Format

- | | | |
|--|--------------------------|--------------------------|
| 1. Font is Times New Roman, 12 point. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The body text is double-spaced. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Footnotes are 10 points with double-spacing between footnotes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Margins and page numbers are correctly placed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Block quotations are single-spaced and indented on left side only. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The paper is divided into subsections (and parts for final projects). | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Scripture references are placed in the text, not cited in footnotes. | <input type="checkbox"/> | <input type="checkbox"/> |

Components

- | | | |
|---|--------------------------|--------------------------|
| 1. Front matter, text and back matter complete and in correct sequence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Chapter/heading divisions are used; paper does not exceed stated length. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Content reflects FP proposal and content reader's required changes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Footnotes and bibliography correspond correctly to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Table of Contents matches the order and pagination of the paper. | <input type="checkbox"/> | <input type="checkbox"/> |

Use of Subheads in Your Manuscript

In writing your course paper or final project, you may find it useful to subdivide longer chapters into sections. To properly divide these sections you will need to use subheads. In Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations, 7th Edition*, the use of subheads is deferred to local guidelines. Fuller DMin's local guidelines for subheads are contained here; each of the following subheads represents the proper formatting.

First-Level Subheads

First-level subheads are centered and in bold type. Use headline-style capitalization, as shown here.

Second-Level Subheads

Second-level subheads are centered. Use regular type and headline-style capitalization.

Third-Level Subheads

Third-level subheads are flush left. Use bold type and headline-style capitalization.

Fourth-Level Subheads

Fourth-level subheads are flush left. Use regular type and headline-style capitalization.

Fifth-level subheads. Fifth-level subheads are a part of the paragraph. They are indented and are followed by a period. Use italic type and sentence-style capitalization.

First- through fourth-level subheads are preceded by a double line space and followed by a single line space. Fifth-level subheads are a part of the paragraph and do not vary from standard spacing. Try not to subdivide your paper beyond the third level. If you wish to use fourth- or fifth-level subheads, contact the Final Projects Manager for permission (contact information below).

Though not designating proper length of text for subdivisions, the pages that follow demonstrate proper use of subheads. For more information on these headings, please email dmin-fpcoord@fuller.edu. To contact the Final Projects Manager for permission to use fourth- or fifth-level subheads, please email dmin-finproj@fuller.edu.

CHAPTER 1

THE PROPER USE OF SUBHEADS

Subheads are important to your readers. By means of the various levels of subheads, they can track the path of your argument. Subheads provide an excellent way to help organize your thoughts and format your paper. This document provides some tips on how to use and format subheads in your project. Since the use of subheads can seem complex, the following guidelines and examples are provided to make their use relatively simple.

The DMin program strongly recommends that students do not subdivide their papers beyond the third level. However, for projects dealing with very complex issues, it is permissible to use fourth- and fifth-level subdivisions. Please secure permission from the Final Projects Manager before seeking to use fourth- or fifth-level subdivisions.

First-Level Subheads

Notice that the spacing for first-through fourth-level subheads follows the same pattern. Using the traditional double-spaced format, you will hit “enter” twice, which creates what is essentially three lines between the preceding text and the subhead. You will then change the double-space format of your software program (preferably Microsoft Word) to single line space, which will make the number of line spaces between text and subhead adjust

to two line spaces, instead of three. You will use a traditional double space between the subhead and the text that follows.

For all first- through fourth-level subheads, do not leave any subheads without text at the bottom of the page. If this should happen, move the subhead to the top of the next page. Make sure to check your paper before submitting it to the DMin office to make sure you do not have any subheads without text at the bottom of a page.

Second-Level Subheads

Second-level subheads follow the same spacing rules as first-level subheads. Second-level subdivisions should be sufficient for most projects. If a project is subdivided into too many parts, the content may feel disjointed to readers; rather than aiding the reader, the subheads become a distraction.

Third-Level Subheads

Notice that third-level (and fourth-level) subheads are flush left. These subheads are not indented like your text. You will use bold type for third-level subheads. If you decide to use any subdivisions past the third level, you will need to contact the Final Projects Manager.

Fourth-Level Subheads

Fourth-level subheads follow the same rules as third-level subheads. You will not alter the font (bold or italics). There is a significant style change following fourth-level subheads. Please note this change in style.

Fifth-level subheads. For the first four levels of subheads, spacing, capitalization and different font types are used to indicate subdivisions. Fifth-level subheads are only

differentiated from the text by the use of italic type. Though they use a period, fifth-level subheads do not need to be written as complete sentences.

Use of Subheads in the Table of Contents

Do not use subheads in the Table of Contents. Make sure that chapter titles are listed in all capital letters and that page numbers in the table match what is in the manuscript. An example of a properly formatted Table of Contents can be found in the DMin Style and Format Guide.

A Basic Guide to Footnotes and Bibliography

The following is a guide to help in the preparation of footnotes and bibliographies for course papers, the final project proposal, and the final project. It begins with a section on plagiarism because of the serious nature of this issue and how common it is with our students. Please read it carefully.

With reference to citation examples that follow, they have been formatted according to Kate L. Turabian's seventh edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*, and the DMin Style and Format Guide. Also included are examples of how to do the short form of footnotes, as they are allowed by DMin.

A Word about Proper Citation and Plagiarism

Turabian gives four reasons for citing sources.¹ The first is to give credit. The second is to assure your readers that your facts are accurate. The third is to indicate the related research that supports your work. The last reason is to enable others to become familiar with your sources and facilitate their own research endeavors.

For DMin, the above reasons are all important. However, pay extra close attention to the first reason: giving credit. Many students think that they must cite a source only if they literally quote an author. They do not realize that citation is also necessary in the following instances:

1. When paraphrasing
2. When using someone else's idea or concept
3. When writing about anything not original to the author that is not common knowledge or widely accepted

If you fail to cite appropriately or adequately in your paper, you may be guilty of plagiarism. Merriam-Webster's Online Dictionary defines plagiarism this way: "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source."² This offense is so serious that if you are found guilty of it, even if it is inadvertent, you will be in jeopardy of failing your course, the final project, or being dismissed from the program. These consequences indicate how very concerned the DMin program is about student integrity and upholding the academic standards of the seminary. However, if you are very careful about your documentation and citations, you can fairly easily avoid plagiarism.

¹ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, eds. 7th ed. (Chicago: University of Chicago Press, 2007), 133-134.

² Merriam-Webster's Online Dictionary, s.v. "plagiarism," www.merriam-webster.com/dictionary/plagiarize, accessed September 8, 2009.

Examples of Proper Citation

Listed below are examples of proper citations. The letter “F” denotes footnote format, and the letter “B” denotes bibliographical format.

Book by Single Author

F:

¹Donald T. Williams, *Mere Humanity: G.K. Chesterton, C.S. Lewis, and J.R.R. Tolkien on the Human Condition* (Nashville: Broadman and Holman Publishers, 2006), 5.

B:

Williams, Donald T. *Mere Humanity: G.K. Chesterton, C.S. Lewis, and J.R.R. Tolkien on the Human Condition*. Nashville: Broadman and Holman Publishers, 2006.

Book by Two Authors

F:

²Win Arn and Chip Arn, *The Master’s Plan for Making Disciples: Every Christian an Effective Witness through an Enabling Church*, 2nd ed. (Grand Rapids, MI: Baker Books), 10.

B:

Arn, Win, and Charles Arn. *The Master’s Plan for Making Disciples: Every Christian an Effective Witness through an Enabling Church*. 2nd ed. Grand Rapids, MI: Baker Books, 1998.

Book by Three Authors

F:

³Guy Robinson, Robert Loughran, and Paul Tranter, *Australia and New Zealand: Economy, Society and Environment* (London: Arnold, 2000), 15.

B:

Robinson, Guy, Robert Loughran, and Paul Tranter. *Australia and New Zealand: Economy, Society and Environment*. London: Arnold, 2000.

Book by More than Three Authors:

F:

⁴Stephen M. Tanny et al., *Winning the Profit Game: Smarter Pricing, Smarter Branding* (New York: McGraw Hill, 2004), 20.

B:

Tanny, Stephen M., Michael R. Reopel, Jeanne-Mey Sun, and Robert J. Docters. *Winning the Profit Game: Smarter Pricing, Smarter Branding*. New York: McGraw Hill, 2004.

Book with an Editor, Translator or Compiler

F:

⁵Patricia A. Johnston, ed., *Seeing High and Low: Representing Social Conflict in American Visual Culture* (Berkeley, CA: University of California Press, 2006), 25.

B:

Johnston, Patricia A., ed. *Seeing High and Low: Representing Social Conflict in American Visual Culture*. Berkeley, CA: University of California Press, 2006.

Chapter or Part of a Book

F:

⁶Byron R. McCane, "Where No One Had Yet Been Laid: The Shame of Jesus' Burial," in *Authenticating the Activities of Jesus*, eds. Bruce D. Chilton and Craig A. Evans (Boston: Brill Academic Publishers, 1999), 439.

B:

McCane, Byron R. "Where No One Had Yet Been Laid: The Shame of Jesus' Burial." In *Authenticating the Activities of Jesus*, edited by Bruce D Chilton and Craig A. Evans, 431-452. Boston: Brill Academic Publishers, 1999.

Journal Article

F:

⁷Howard Worsley, "Popularized Atonement Theory Reflected in Children's Literature," *Currents in Theology and Mission* 31 (October 2004): 381.

B:

Worsley, Howard. "Popularized Atonement Theory Reflected in Children's Literature." *Currents in Theology and Mission* 31 (October 2004): 381-389.

Article in an Electronic Journal

F:

⁸M. K. Smith et al., "Why Peer Discussion Improves Student Performance on In-Class Concept Questions," *Science* 323, no. 5910 (January 2, 2009), <http://www.sciencemag.org/cgi/content/>

abstract/323/5910/122?hits=10&RESULTFORMAT=&FIRSTINDEX=0&maxtoshow=&HITS=10&fulltext=peer+discussion&searchid=1&resourcetype=HWCIT (accessed August 7, 2009).

B:

Smith, M. K., W. B. Wood, W. K. Adams, C. Wieman, J. K. Knight, N. Guild, and T. T. Su. "Why Peer Discussion Improves Student Performance on In-Class Concept Questions." *Science* 323, no. 5910 (January 2, 2009).
<http://www.sciencemag.org/cgi/content/abstract/323/5910/122?hits=10&RESULTFORMAT=&FIRSTINDEX=0&maxtoshow=&HITS=10&fulltext=peer+discussion&searchid=1&resourcetype=HWCIT> (accessed August 7, 2009).

Footnotes: Short Form of Citing References

A short form of citing references is permissible after the citation is given in its entirety. Below is one example. Compare the Newbigin footnotes. Make sure to always include the title.

³ Lesslie Newbigin, *The Gospel in Pluralist Society* (Grand Rapids: William B. Eerdmans, 1989), 119.

⁴ Dallas Willard, *The Divine Conspiracy: Rediscovering Our Hidden Life in God* (San Francisco: HarperCollins, 1998), 301.

⁵ Newbigin, *The Gospel in a Pluralist Society*, 151.

When two entries are cited sequentially from the same author and book, use "ibid" (Turabian, 16.4.2). Consider this example:

¹ Jurgen Moltmann, *The Church in the Power of the Spirit: A Contribution to Messianic Ecclesiology* (Minneapolis: Fortress Press, 1993), 3.

² Ibid., 24.

³ Ibid.

Note: The second footnote for Moltmann indicates that the reference is from the same book cited in the previous footnote, but located on page 24. The third footnote lets the reader know that the citation is from the same page (page 24).

Sometimes more than one reference by the same author is used in the paper. In such a case, follow the example below:

¹ Greg Ogden, *The New Reformation: Returning the Ministry to the People of God* (Grand Rapids, MI: Zondervan, 1990), 93.

² Greg Ogden, *Discipleship Essentials: A Guide to Building Your Life in Christ* (Downers Grove, IL: InterVarsity Press, 1998), 51.

Subsequent References:

³ Ogden, *The New Reformation*, 132.

⁴ Ogden, *Discipleship Essentials*, 52.

⁵ *Ibid.*, 68.

Note that “*Ibid.*, 68” refers to *Discipleship Essentials*, the work immediately preceding it. Also, when you begin a new page, your first footnote on that page cannot be “*Ibid.*” It can, however, be another shortened form of a footnote.

Top Ten Mistakes Students Make

- 1. Use and Citation of Source Materials**
 - Insufficient use of bibliography
 - Inaccurate or incomplete documentation; incorrect Internet citation
 - Use of bibliographical citation instead of footnote citation
 - Wrong placement of biblical citations in footnote rather than text
- 2. Homiletic English vs. Academic English**
 - Inclusion of folksy stories
 - Sermonizing/preaching language
- 3. Pronoun Use**
 - Overuse of first person pronouns, which should be used sparingly
 - Errors in subject-verb agreement
 - Not identifying pronoun subject
 - Lack of gender inclusive pronouns
- 4. Documentation**
 - Failure to cite quoted material, which is plagiarism.
 - Not enough footnotes used; not making use of sources
 - Insufficient documentation of facts and assertions given
 - Not identifying source of ideas in text as well as footnote when needed
 - “Padding” of bibliography
- 5. Grammar and Style**
 - Run-on sentences and sentence fragments
 - Comma splices; incorrect use of commas
 - Long, wordy sentences; overuse of “filler” words
 - Starting sentences with conjunctions
 - Periods and commas outside of quotation marks rather than within them
 - Not knowing when to capitalize words
- 6. Formatting**
 - Footnotes not in 10-point font or double-spaced between entries
 - Left-hand margin not set at one and-a-half inches
 - Improper spacing between sections of text (e.g., subheads)
 - Incorrect use of bold and italic type
- 7. Outlines, Lists, Charts, and Tables**
 - Use of lists as part of text, which is generally not allowed
 - Improper formatting of tables and charts in text
- 8. Passive Voice**
 - Employing passive voice when trying to use the third person
- 9. Spelling Out of Numbers**
 - Not knowing when to spell out numbers or keep them as numerals
- 10. Thesis Statement**
 - Lack of specificity and focus
 - Wandering too far from thesis statement in body of text
 - Not relating each chapter to the thesis, which leads to a disjointed paper

Tips for Excellent Writing

(source unknown)

1. Verbs has to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid clichés like the plague. (They're old hat.)
6. Also, always avoid annoying alliteration.
7. Also too, never, ever use repetitive redundancies.
8. Be more or less specific.
9. Parenthetical remarks (however relevant) are (usually) unnecessary.
10. No sentence fragments.
11. Contractions aren't necessary and shouldn't be used.
12. Foreign words and phrases are not apropos.
13. Do not be redundant; do not use more words than necessary; it's highly superfluous.
14. One should never generalize.
15. Comparisons are as bad as clichés.
16. Don't use no double negatives.
17. Eschew ampersands & abbreviations, etc.
18. One-word sentences? Eliminate.
19. Analogies in writing are like feathers on a snake.
20. The passive voice is to be avoided.
21. Eliminate commas, that are, not necessary. Parenthetical words, however, should be enclosed in commas.
22. Never use big words when a diminutive one will suffice.
23. Kill all exclamation points!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
24. Use words correctly, irregardless of how others use them.
25. Profanity is for x@!*%-.
26. Understatement is always the absolute best way to put forth earthshaking ideas.
27. Use the apostrophe in it's proper place and omit it when its not needed.
28. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
29. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer in a million can use it effectively.
30. Puns are for children, not for groan readers.
31. Go around the barn at high noon to avoid colloquialisms.
32. Even if a mixed metaphor sings, it should be derailed.
33. Who needs rhetorical questions?
34. Exaggeration is a billion times worse than understatement.
35. Proofread carefully to see if you any words out.

Editing Your Manuscript: Process and Minimizing Costs

While your content reader is the one who evaluates the academic quality of what you write, someone else assesses whether or not your paper conforms to the style and format requirements set by DMin. To ensure that these standards are met, in the past the DMin program required final project students to use a “DMin approved editor.” However, as of January 1, 2010, students will no longer be required to use DMin approved editors. You must still meet the same academic writing standards, but you can now edit your own manuscripts and choose your own editor.

The Editing Process

If you submit your introduction and first chapter on or after January 1, 2010, you will follow the editing process outlined below. If you have any questions after reading this section, please contact the final projects coordinator at dmin-fpcoord@fuller.edu, or the final projects manager at dmin-finproj@fuller.edu.

As of January 1, 2010, students have two options with reference to their editing:

- Option A: Use an editor who knows our program and style and format requirements; or,
- Option B: Do their own editing, with or without the help of an editor who is unfamiliar with our program, but who is able to help the student follow Turabian and the DMin Style and Format Guide.

For students choosing Option A:

Since you are using an editor who knows our academic writing standards and is currently serving students in our program, you will not need to submit your introduction, first chapter and accompanying material (i.e., title page, full table of contents, and bibliography) or your first draft for style and format reviews. You will simply work with your editor to bring your manuscript into conformity with the DMin style and format requirements. Note: you will still need to submit one printed copy and one electronic copy each of your initial work and your first draft by the deadlines set by DMin; these will be forwarded to your content reader for his or her content review and approval.

For students choosing Option B:

When you submit the introduction, first chapter and accompanying material (i.e., title page, full table of contents, and bibliography), it will be quickly reviewed by the DMin office for style and format. If the manuscript indicates that you have neglected to follow the DMin Style and Format Guide even at a basic level, it will be returned to you for revision and resubmission. If your manuscript is accepted by the DMin office, it will be emailed to a professional editor or style and format reader. This person will do a thorough assessment of your manuscript according to the DMin Style and Format Guide and the 7th edition of Turabian. This review will be done around the same time your work is sent to your content reader for evaluation.

The style and format reviewer will mark up the manuscript either electronically or on printed copy, and also write a one- to two-page narrative evaluation indicating errors and corrections to be made. The evaluation and marked-up manuscript will be forwarded to you. You

will use the feedback from these items to correct your work and make style and format decisions on the remaining chapters.

When you submit your first draft to DMin, you must provide two printed copies and one electronic version, preferably in one file, but definitely no more than three files. This draft should have been edited either by you, an editor, or someone who can help you conform your writing to DMin's standards. One copy will be forwarded to your content reader for review. The second copy will be sent to the same professional editor or style and format reader who reviewed your initial work. This person will conduct a style and format review of your entire manuscript and write up a narrative evaluation. In addition to pointing out types of style and format errors previously made, he or she will identify any new mistakes. When the style and format review is forwarded to you from our office, you will make any remaining corrections. You will also incorporate the changes requested by the content reader and resubmit the revised first draft electronically to DMin.

The DMin office will look through your revised manuscript to determine if it passes style and format standards. If it does, you will be provisionally approved for style and format. If it does not, you will be required to revise your work and resubmit it again to the DMin office. This second resubmission will be forwarded to the same professional editor or style and format reader who did the first review of your first draft; that person will do a second evaluation. The cost to you for this second first draft style and format review and any subsequent reviews is \$100.00.

Once the content reader has approved your entire manuscript and you have the style and format review(s) in hand, you will prepare the pre-final version and email it to the DMin office. The office will then forward this electronic version to the content reader for final review, and the final projects coordinator will make one final check of style and format. The pre-final version must meet both content and style and format requirements for the project to be considered officially approved.

Minimizing Costs of Manuscript Preparation

The Final Project is a challenging academic endeavor. It is time intensive and intellectually rigorous. It can also be financially costly if you do not prepare your manuscript carefully. Below are guidelines to help you minimize the cost of editing, if you choose to use an editor.

Even before beginning to write:

- Familiarize yourself with the final project process on our website, paying close attention to the portions about editing and style and format.
- Use the DMin Style and Format Guide from the website, and read and follow it very carefully.
- Buy and familiarize yourself with the seventh edition of Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*.
- Follow carefully the DMin Style and Format Guide (and Turabian) from the very beginning. If you format correctly and use the correct writing style, you will save significantly in both time and money.
- Commit to keeping below the maximum total page length of 175 pages. Using an editor to reduce your project to an acceptable length is costly and also avoidable.
- Familiarize yourself with "[DMin Academic Writing Standards: A Checklist for Students.](#)"

Prior to submitting your introduction and first chapter to an editor:

- Double-check for proper documentation. Make sure your citations are complete and accurate.
- Ask one or two people to read your initial work for clarity, organization and flow of argument.
- Ask one or two people knowledgeable of academic English to check your paper for writing style, grammar and punctuation.
- Ask someone to proofread your paper, catching any remaining typographical, grammatical and citation errors.
- Use “[DMin Academic Writing Standards: A Checklist for Students](#)” to check your work.

Once your manuscript is in as good of shape as you are able to make it:

- Contact a number of editors. If you would like a list of those associated with our program, you may obtain that list from our office. Ask each editor specifically about cost and availability. Note that their hourly rates differ, as does the amount of time they typically spend on a project.
- Select an editor and send your initial work to them. This submission should include: 1) Title page; 2) Contents; 3) Introduction; 4) First Chapter; and, 5) Bibliography.

When working with your editor, try to minimize the editor’s time:

- Make all the necessary changes the first time your editor points them out to you. This saves the editor time and you, money.
- Provide all the information that the editor requests. Missing material slows down the editing process and can lead to cost increases if the editor has to locate the information on their own.
- Before contacting your editor by phone or email, gather several questions together first. This will limit the amount of communication necessary. Remember that a number of editors charge for phone and email time as well as for the time they actually work on your manuscript.
- Consistently seek to submit the best work you can; students often assume that the editor will just “fix it.” This approach results in excessive hours of editing, at a high cost to the student.
- Please contact the Final Projects Coordinator (dmin-fpcoord@fuller.edu) if you find yourself struggling with your editing or have specific editor-related questions or concerns. Our office wants to do whatever we can to help make your final project writing journey both an enriching and economical one.