

MC540: Urban Ministry  
Gordon-Conwell Theological Seminary—Charlotte  
January 2012

**Instructor:** Dr. Jim Logan

**Contact Information:**

Email: [jlogan@nlts.edu](mailto:jlogan@nlts.edu)

Telephone: 704-334-6882, ext. 106

**Class Schedule:**

Jan. 6-7; 13-14; 20-21, Fri – 6:30-9:30p / Sat – 8:30a-4:30p

**Office Hours:** I am an adjunct professor and have no on campus office. If you would like to meet with me one on one, please contact me at the above contacts to schedule a time around our three weekend meeting times. I will do my best to arrange my schedule to accommodate your needs.

**Course Description:** The course's primary objectives are to identify and analyze the challenges with which urban dwellers are faced; the effectiveness of governmental programming and ministry offerings targeted at urban dwellers; foster racial and cultural awareness; facilitate sensitivity to the peculiar needs of urban dwellers; and strategize effective models of ministry for the urban center.

**Relation to Curriculum:** Required for all students in the Urban Certificate program. Satisfies missions/evangelism requirement, ministry elective or general elective for all degrees.

**Course Objectives:**

- Demonstrate an appropriate understanding of how cities developed historically, how the social sciences describe urban life, how God views cities and how Christian churches have typically reacted to cities.
- Develop a theology for urban ministry, identify resources to enable the enlivening of urban churches and have a keen awareness of the unique opportunities and challenges that face urban congregations today.
- Develop a fuller understanding of urban ministry by relating it to one other area of ministry training, such as Biblical studies, theology, church history, discipleship / Christian education, evangelism / church planting.
- Facilitate sensitivity to the peculiar needs of urban dwellers

**Course Requirements:** Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below.

**Note:**

Written assignments not turned in during class are to be emailed to the teacher. Email them as attachments in Word to the email addresses above. Assignments completed late will be penalized.

1. Field Assignment (30%) - Submit two reports on a minimum of 10 hours of field experience in inner city ministry for each report. In the report give: (1) a brief description of what you did, (2) a strong characteristic you observed in those who serve in the city, and (3) what challenged you. (Due March 23)

- First report (3-4 pages) on 10 hours of field experience due.
- Second report (3-4 pages) on 10 hours of field experience due.

2. Class presentations (25%) – Each student will be asked to make two ten minute presentations, one focusing on a reflection of a biblical text relating to faith in the city, and the second on a question about urban ministry that has arisen through readings and conversations. (As assigned: 2<sup>nd</sup> and 3<sup>rd</sup> weekends)

3. Vision paper (10%) - “Without a vision the people perish”: Each student is expected to write a 5-7 page paper that identifies and describes the essential dimensions of a healthy and vibrant urban congregation. (Due January 14)

4. Final Paper (35%) - Due March 23, turned in by email. The 12-15 page paper should include: 1) a section on why this important Biblically, 2) presentation of content on the subject, and 3) application today. It will be graded primarily by content, but also include serious penalties for poor grammar or punctuation. Submit a brief outline by Wednesday before 3<sup>rd</sup> class. Possible term paper topics are listed below.

- The Treatment of a "Foreigner" in the Old Testament
- God's Perspective on the Poor in Deuteronomy
- Principles for Ministry in the City Today from Nehemiah
- Applying Isaiah 61:1-4 to Ministry in the City
- Principles from the New Testament for Overcoming Racism
- The Mission of the Church in the City From Luke 4:18-19
- Incarnational Ministry in the City Based on the Gospel of John
- Social Strata and the Book of James
- Prophetic Ministry in Suburban Churches
- Paul's Strategy for Planting Churches in the Roman World
- John Chrysostom on Poverty
- Urban/Rural Rift After the American Civil War
- Two Views of Social Ministry in the Restoration Movement from 1900-1940
- The Effects of Racism on the Churches of \_\_\_\_\_ (select a denomination)
- Principles for Urban Church Planting from Church Planters
- Developing an Urban Ministry Among \_\_\_\_\_ (select an ethnic group)
- A Strategy for Engaging a Youth Group in Urban Ministry
- A Strategy for Leading Churches to Serve the City
- Mentoring Leaders in an Urban Ministry
- Overcoming \_\_\_\_\_ to Serve among the Poor (select a topic like fear, materialism, prejudice, etc)

Course Assignment	Expected Time Commitment [Hours]	Student's Actual Time On Task
Assigned Reading(s)	60 Hours	
Class Lecture/Discussion	30 Hours	
Field Assignment 1	11 Hours, (10 actual service)	
Field Assignment 2	11 Hours, (10 actual Service)	
Class Presentation 1	2 Hours	
Class Presentation 2	2 Hours	
Vision Paper	4 Hours	
Final Paper	10 Hours	
Total Hours	135 Hours	

### Required Textbooks:

- Bakke, Ray, The Urban Christian: Effective Ministry in Today's World, Intervarsity Press, Downer's Grove, Illinois. (ISBN #0877845239)
- Brugmann, Jeb, Welcome to the Urban Revolution: How Cities Are Changing the World, New York: Bloomsbury Press, 2009. (ISBN-10 #1608190927)
- Conn, Harvie M. and Manuel Ortiz, Urban Ministry: The Kingdom, the City, and the People of God. InterVarsity Press, 2001. (ISBN #9780830838707)
- Peters, Ronald E., Urban Ministry: An Introduction, Nashville: Abingdon Press, 2007. (ISBN #0687642256)

### Suggested Reading:

- Campolo, Tony. Revolution and Renewal: How Churches are Saving our City Louisville: Westminster John Knox Press, 2000.
- Conn, Harvie. The American City and the Evangelical Church: A Historical Overview, Baker, 1994.
- Ellul, Jacques. The Meaning of the City. Eerdmans, 1970.
- Karp, D. A., Stone, G. P., and Yoels, W. C. Being Urban: A Sociology of City Life. Praeger, 1991.
- Payne, Ruby K., and Bill Ehlig. What Every Church Member Should Know About Poverty. Aha! Process, Inc., 1999.
- Rogers, Glenn. Becoming a Multi-Ethnic Church. Mission and Ministry Resources, 2007.

### Course Outline and Reading Assignments:

- **Session 1** (January 6 - PM) Introduction, Historical Development of Cities, Sociology of the City – Reading: Conn/Ortiz, Part 1: The City Past & Present; Brugmann, Chapter 3, The Great Migration: The Rise of Homo Urbanis; Peters, Part 1, Chapter , An Introduction: The Information Gap and Discerning the Right Questions
- **Session 2** (January 7 - AM) - Theology of the City, Finding God in the city, Biblical Images of faith in the city, New Babylon? New Jerusalem? Reading: Bakke, Chapter Four, A Theology As Big As the City; Peters, Part 2; Conn/Ortiz, Part 2.
- **Session 3** (January 7 - PM) – The Church as Urban Developer – Reading: Reading: Bakke, Chapter Four, A Theology As Big As the City; Peters, Part 2; Conn/Ortiz, Part 2.

- **Session 4** (January 13 - PM) – Ministry to the wealthy and impoverished – Reading: Conn/Ortiz, Part 3; Brugmann, Part 1, Chapters 1, 4, 5.
- **Session 5** (January 14 - AM) - Inner City Ministry, Multi-cultural Approaches to Urban Ministry – Reading: Bakke: Chapters 3, 7; Conn/Ortiz, Chapters 17, 20; Brugmann, Chapter 6; Peters, Chapter 3.
  - Class Presentations 1
- **Session 6** (January 14 - PM) – Network Strategy – Reading: Bakke: Chapter 10; Peters, Chapters 10, 11; Brugmann, Chapter 11; Conn/Ortiz, Chapter 13
  - Class Presentations 1
- **Session 7** (January 20 - PM) – Ministering to Immigrant Communities – Reading: Conn/Ortiz, Part 6; Brugmann, Chapter 7.
- **Session 8** (January 21 - AM) - Challenges – Reading: Peters, Chapters 2, 8;
  - Class Presentations 2
- **Session 9** (January 21 – PM) – Wrapping Up, Unfinished Topics
  - Class Presentations 2

**Grading Scale:** The point values listed above mean that the total number of points available for the course is 100. Final letter grades will be applied with cutoffs as follows: A 95, A- 90, B+ 87, B 83, B- 80, C+ 77, C 73, C- 70, D+ 67, D 63, D- 60, F below 60. A grade of A+ will be given very rarely, when the student’s work is truly exceptional. (At Gordon-Conwell, a grade of A+ and a grade of A are both counted the same way in calculating the student’s GPA. Thus, a GPA above 4.0 is not possible.)

**Late work:** All late work will be penalized the equivalent of one letter grade per week beyond the due date, unless arrangements are made ahead of time. Extenuating circumstances will be considered as appropriate. Work turned in later than Thursday, May 17 (one month after the last class meeting) will normally require that the Seminary approve an extension. If you anticipate a problem, contact me as soon as possible.

**Attendance Policy:** Class attendance and participation are a central part of this course. Students who must miss a class period should notify me in advance to justify their absence. If a student has more than one unexcused absence from class, he/she will receive a penalty of three points per additional unexcused absence on his/her final grade.

**Document Formatting and Citation Style Requirements:** All written assignments should be prepared in MS-Word format (no .pdf files, .dat documents, or Word Perfect documents). Assignments should be double spaced with 1” margins on all sides of each page, and should be

printed in Times New Roman 12 point type or another font of similar size and appearance. Citations should preferably follow SBL style, although Turabian style is also acceptable. Assignments must be submitted electronically by email to the above address. Hard-copies will not be accepted.

**Grading Rubric:** The final paper will be graded according the following rubric:

**1. Content**

**Score (60 points)**

- Thesis Stated Precisely & Clearly?
- Topic appropriate or too broad?
- Original Research?
- Appropriate primary & secondary sources?
- Footnotes & documentation?
- Sufficient background information?
- Research integrated into paper?
- Information relevant to topic?
- Other:

**2. Organization**

**Score (10 points)**

- Paper well organized?
- Introduction, body & conclusion?
- Subdivisions clearly marked?
- Other:

**3. Analysis**

**Score (20 points)**

- Significant questions or hypothesis raised?
- Treatment logical & cohesive?
- Critical analysis/engagement with research?
- Integrates own ideas with reflection?
- Creative and constructive thinking?
- Generates new ways of viewing a situation?
- Relevance?
- Conclusions appropriate?
- Biases shown/acknowledged?
- Analysis presents multiple perspectives?
- Other:

**4. Composition**

**Score (10 points)**

- Format: SBL or Turabian?
- Spelling & punctuation?
- Flow and transitions:
- Other: On time?

**Syllabus Addendum**

**Academic Standards**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work

for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one's writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

### **ADA Policy**

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

### **Cancellation of Class**

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

### **Extension Policy**

Arrangements for submission of late work at a date on or before the "last day to submit written work", as noted on the seminary's *Academic Calendar*, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the "last day to submit written work." Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

### **Grades**

Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

### **Returned Work**

Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.

**Student Supplement for**

***The SBL Handbook of Style***

**Adapted for All Papers and Theses at New Life Theological Seminary**

Compiled by

Melanie Greer Nogalski, James D. Nogalski,  
Sophia G. Steibel, and Danny M. West,  
Gardner-Webb University  
Boiling Springs, N.C.

Edited by

Joel M. LeMon  
Stephen O. Stout, James Logan

September 2004

**[Adapted for NLTS, 2011]**

## CONTENTS

### **PART 1: AVOIDING COMMON MISTAKES**

- 1.1 GETTING STARTED
- 1.2 BIBLICAL CITATIONS (SBLHS 8.2)
- 1.3 WORKING WITH BIBLICAL COMMENTARIES
  - 1.3.1 Series Title and Volume Title
  - 1.3.2 Numbered Series or Non-numbered Series
  - 1.3.3 Multi-volume Commentaries
  - 1.3.4 Single-Volume Commentaries on the Entire Bible.
  - 1.3.5 Series with New Numbers
- 1.4 BIBLE DICTIONARIES AND ENCYCLOPEDIAS
- 1.5 ABBREVIATIONS
- 1.6 CITATIONS OF ELECTRONIC SOURCES
- 1.7 TRANSLITERATING GREEK AND HEBREW WORDS
- 1.8 DASHES
- 1.9 ELLIPSIS
- 1.10 GENERAL PUNCTUATION

### **PART 2: FORMATTING GUIDELINES FOR RESEARCH PAPERS AND DISSERTATIONS**

- 2.1 MARGINS
- 2.2 SPACING
- 2.3 PAGINATION
- 2.4 TEXT FORMAT
- 2.5 PARAGRAPH INDENTATION
- 2.6 HEADINGS AND SUBHEADINGS
- 2.7 TITLE PAGE
- 2.8 CONTENTS PAGE
- 2.9 FOOTNOTES
- 2.10 BIBLIOGRAPHY

### **PART 3: SAMPLES**

- 3.0 OVERVIEW
- 3.1 TITLE PAGE
- 3.2 COPYRIGHT PAGE
- 3.3 CONTENT PAGE (for Theses and Dissertations)
- 3.4 HEADINGS AND SUBHEADINGS
- 3.5 APPENDIXES AND / OR TABLES
- 3.6 BIBLIOGRAPHY

Note: The outline of this Supplement does NOT correspond to the SBLHS outline except where cited.

## PART 1 AVOIDING COMMON MISTAKES

### 1.1 GETTING STARTED

1. Become familiar with the styles for notes and bibliographies illustrated in *The SBL Handbook of Style* (SBLHS). These general (SBLHS 7.2) and special (SBLHS 7.3) examples have been chosen with care to cover the broadest array of resources. The handbook provides sample entries for the initial citation of a work in a footnote, subsequent citations of that work, and an example of the bibliographic entry.
2. When conducting research, check the title page of a source and carefully record all pertinent bibliographic information. Frustrations arise when students are preparing a manuscript and realize they are missing key pieces of information. In addition to the author and title of the work, students should record the editor, translator, number of volumes, edition, series, city, publisher, and date.
3. The following material will address problems students typically encounter when working with biblical texts and secondary literature. These illustrations will help one avoid problems, but they do not replace the need to become familiar with the examples provided in SBLHS.

### 1.2 BIBLICAL CITATIONS (SBLHS 8.2)

1. Citations of modern Bible versions do not require publisher's information in either footnotes or bibliography; instead, use standard abbreviations for the Bible version (e.g., NRSV, RSV, NIV, NASB; see SBLHS 8.2). If citing scripture from a single version, include the abbreviation of the version following the chapter and verse on the first scripture reference only. When citing more than one version in a paper, include the version after each citation.  
"Now Ahab had seventy sons in Samaria" (2 Kgs 10:1 NRSV).
2. When citing specific chapters and verses, use the standard abbreviated titles of biblical books provided in SBLHS 8.3.1–3. If a biblical book is the first word of the sentence, do not abbreviate the title. Also, when referring to the book as a whole or a person with the same name as a biblical book, do not abbreviate.  
Right: Revelation 3 begins with the letter to the church in Sardis.  
We know little about the historical Habakkuk.  
Wrong: Rev 3 begins with the letter to the church in Sardis.  
We know little about the historical Hab.
3. Cite Bible verses with book, chapter and verse(s) using arabic numerals separated by a colon. Do not write out the numbers.  
Right: John 5:8–9  
  
Wrong: John chapter five verses eight and nine.  
(5:8–9). [Don't assume your reader knows which book you intend.]
4. When citing multiple passages, list the abbreviated title of each new biblical book followed by the chapter number and colon, with all verses in that chapter separated by a comma and space. A semicolon should separate references to subsequent chapters or books. Do not include the conjunction "and" or an ampersand before the last citation. List passages in canonical and numerical order.  
Right: Matt 2:3; 3:4–6; 4:3, 7; Luke 3:6, 8; 12:2, 5; Acts 15:1–5; Rom 1:8–12

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

5. Further examples of correct and incorrect citations are listed in SBLHS 8.2.
6. In study Bibles such as *The HarperCollins Study Bible* or *The New Oxford Annotated Bible*, special articles and the notes (usually at the bottom of the page) are not part of the biblical text. Study notes are written by authors or editors whose names are included in the front matter of the study Bible. If these notes are cited, all the relevant information from the specific study Bible should be included.

<sup>3</sup> Sophie Laws, “The Letter of James” in *The HarperCollins Study Bible: New Revised Standard Version, with the Apocryphal/Deuterocanonical Books* (eds. Wayne A. Meeks et al.; New York, N. Y.: HarperCollins, 1993), 2269–70.

<sup>5</sup> Laws, “James,” 2270.

Laws, Sophie. “The Letter of James.” Pages 2269–70 in *The HarperCollins Study Bible: New Revised Standard Version, with the Apocryphal/Deuterocanonical Books*. Edited by Wayne A. Meeks et al. New York, N. Y.: HarperCollins, 1993.

### 1.3 WORKING WITH BIBLICAL COMMENTARIES

#### 1.3.1 SERIES TITLE AND VOLUME TITLE

1. Most biblical commentaries appear as part of a commentary series, the purpose of which is to comment upon the biblical text using the same general format. When working with a single volume in a commentary series, follow the citation guidelines for “A Work in a Series” (SBLHS 7.2.22). Most commentary series are listed in the abbreviations found in SBLHS 8.4.1–2. 3.
2. When collecting bibliographic information, distinguish carefully between the volume title and the series title. Whether abbreviated or written in full, volume titles are italicized, but series titles are not.

<sup>18</sup> Claus Westermann, *Genesis 12–36* (trans. John J. Scullion; CC; Minneapolis: Fortress, 1995), 25.

<sup>27</sup> Westermann, *Genesis 12–36*, 44.

Westermann, Claus. *Genesis 12–36*. Translated by John J. Scullion. Continental Commentaries. Minneapolis. Minn.: Fortress, 1995.

#### 1.3.2 NUMBERED SERIES OR NONNUMBERED SERIES

1. The publishers of some biblical commentaries number each volume in the series, while others do not. If the series uses numbers (e.g., Anchor Bible and Word Biblical Commentary), the number goes immediately after the name of the series but does not include the word “volume” or its abbreviations.

Right: WBC 12, or, Word Biblical Commentary 12

Wrong: WBC, vol. 12. Or Word Biblical Commentary, vol. 12

### 1.3.3 MULTIVOLUME COMMENTARIES by One Author

1. Usually, each volume has a separate title for the books and chapters treated in a given volume: for example, Wenham's two-volume commentary on Genesis in the Word Biblical Commentary. The title of one volume is *Genesis 1–15* and the other is *Genesis 16–50*. In other cases, each volume uses the same title and is distinguished only by volume number, using either roman or arabic numerals. The following example of Dahood's three-volume Psalms commentary is taken from SBLHS 7.3.10.

2. If the paper references all three volumes, cite the entire multi-volume work.

<sup>4</sup> Mitchell Dahood, *Psalms* (3 vols.; AB 16–17A; Garden City, N.Y.: Doubleday, 1965–1970), 3:127.

<sup>7</sup> Dahood, *Psalms*, 2:121.

Dahood, Mitchell. *Psalms*. 3 vols. Anchor Bible 16–17A. Garden City, N.Y.: Doubleday, 1965–1970.

3. If the paper uses only one or two of the three volumes, cite each volume individually.

<sup>74</sup> Mitchell Dahood, *Psalms I, 1–50* (AB 16; Garden City, N.Y.: Doubleday, 1965), 44.

<sup>79</sup> Dahood, *Psalms I, 1–50*, 78.

<sup>82</sup> Mitchell Dahood, *Psalms II, 51–100* (AB 17; Garden City, N.Y.: Doubleday, 1968), 347.

<sup>86</sup> Dahood, *Psalms II, 51–100*, 351.

Dahood, Mitchell. *Psalms I, 1–50*. Vol. 1 of *Psalms*. Anchor Bible 16. Garden City, N.Y.: Doubleday, 1965.

———. *Psalms II, 51–100*. Vol. 2 of *Psalms*. Anchor Bible 17. Garden City, N.Y.: Doubleday, 1968. [Note: 6]

### 1.3.3.2 Multi-volume Commentaries for the Entire Bible by Multiple Authors

1. To save space, multi-volume commentaries often combine treatments of multiple biblical books in a single volume. A different author usually writes the commentary on each biblical book. In this case, treat each author's commentary like a chapter in a book written by several authors (SBLHS 7.2.21).

2. Multi-volume commentaries cited in a footnote should use the abbreviated title listed in SBLHS 8.4.1–2. The author of the section should still be cited. Example:

<sup>1</sup> Patrick D. Miller, *NIB* 6:577.

Miller, Patrick D. "The Book of Jeremiah: Introduction, Commentary, and Reflections." Pages 553–926 in *Introduction to Prophetic Literature, Isaiah, Jeremiah, Baruch, Letter of Jeremiah, Lamentations, Ezekiel*. Vol. 6 of *New Interpreter's Bible*. Edited by Leander E. Keck. Nashville, Tenn.: Abingdon, 2001.

### 1.3.3 SINGLE-VOLUME COMMENTARIES ON THE ENTIRE BIBLE

1. Check the resource carefully. Some single-volume commentaries are written by a single person and are thus cited like any other monograph. Others are edited volumes where more than one person has written the commentary on individual books. In these cases, cite the author of that section of the commentary as you would the chapter in a book with an editor (SBLHS 7.2.12).

<sup>5</sup> Jack G. Partain, "Numbers," in *Mercer Commentary on the Bible* (ed. Watson E. Mills et al.; Macon, Ga.: Mercer University Press, 1995), 175–79.

<sup>8</sup> Partain, "Numbers," 175.

Partain, Jack G. "Numbers." Pages 175–79 in *Mercer Commentary on the Bible*. Edited by Watson E. Mills et al. Macon, Ga.: Mercer University Press, 1995.

### 1.3.4 SERIES WITH NEW NUMBERS

1. Occasionally a publisher will restart the numbering of a journal or a series for a variety of reasons. When this happens, include the number of the new series, separated from the volume number by a forward slash as illustrated in SBLHS 7.2.22.

## 1.4 BIBLE DICTIONARIES AND ENCYCLOPEDIAS

1. Cite the author of the article, not the editor of the work as a whole (SBLHS 7.2.28). Most Bible dictionaries and encyclopedias put the author's name at the end of the article that he or she wrote. If multiple articles from the same source are used, cite the author and article individually in the footnotes.

<sup>1</sup> Stanley D. Walters, "Jacob Narrative," *ABD* 3:599–609.

Walters, Stanley D. "Jacob Narrative." Pages 359–609 in vol. 3 of *The Anchor Bible Dictionary*. Edited by David Noel Freedman. 6 vols. New York, N.Y.: Doubleday, 1992.

2. When multiple articles from the same dictionary or encyclopedia have been used, list the work as a whole under the editor in the bibliography, as well as the separate articles.

Freedman, David Noel, ed. *The Anchor Bible Dictionary*. 6 vols. New York, N.Y.: Doubleday, 1992.

## 1.5 ABBREVIATIONS

1. Abbreviate titles of standard works in footnotes, but cite the complete titles in the bibliography. Use the SBL 8.1.1 for State Abbreviations.
2. The *SBL Handbook of Style* offers two extensive lists of abbreviations for journals, series, and other standard reference works. The first abbreviation list is alphabetized by the source (SBLHS 8.4.1) and the second by the abbreviation (SBLHS 8.4.2). If the work you are citing is in these lists, use the standard abbreviation listed. Note that both lists italicize abbreviations of journal titles (e.g., *JBL*) but do not italicize the abbreviations of series (e.g., JSOTSup) or names (e.g., BAGD).

Footnotes: *JBL*, JSOTSup, BAGD

Bibliography: *Journal of Biblical Literature*

Journal for the Study of the Old Testament Supplement Series

Bauer, W., W. F. Arndt, F. W. Gingrich, and F. W. Danker. *Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 2nd ed. Chicago, Ill.: University of Chicago Press, 1979.

3. If a work is not included in SBLHS abbreviation lists, use complete titles throughout or include a list of additional abbreviations on a separate page at the beginning of the paper (after the title page and before the main text).

## 1.6 CITATIONS OF ELECTRONIC SOURCES

1. Students should consult the detailed instructions for documenting CD-ROM and Internet resources in SBLHS 7.3.12–14.
2. List electronic sources by the author's name, and enclose the title of the WebPage in quotation marks, as you would a journal article. Since pagination will change from printer to printer, do not cite page numbers for online resources; instead, include "n.p." in footnotes and "No pages" in the bibliography. Many WebSites change their content frequently, so be sure to include the date the resource was accessed and provide the most detailed URL available.

<sup>7</sup> Joel Green, "Bible, Theology and Theological Interpretation," *SBL Forum*, n.p. [cited 16 Sept. 2004]. Online: <http://www.sbl-site.org/Article.aspx?ArticleId=308>.

<sup>9</sup> Green, "Bible, Theology."

Green, Joel B. "Bible, Theology and Theological Interpretation." *SBL Forum*. No pages. Cited 16 September 2004. Online: <http://www.sbl-site.org/Article.aspx?ArticleId=308>.

3. Choose and evaluate web resources carefully. Generally, WebSites hosted by educational institutions (.edu) are more reliable than sites hosted by companies (.com) that are trying to sell products or organizations (.org) that may aggressively promote ideological agendas.

## 1.7 TRANSLITERATING GREEK AND HEBREW WORDS

1. If the student has training in biblical languages, it is preferable to use a Greek or Hebrew font when discussing particular words. When citing Hebrew, use only the consonantal text unless the vowel pointing is necessary for the argument.
2. The *SBL Handbook of Style* provides two different transliteration options for Hebrew: the "academic style" (SBLHS 5.1.1), which makes extensive use of diacritical markings to distinguish subtle differences in sounds, and the "general-purpose style" (SBLHS 5.1.2).
3. Unless stated otherwise, the general-purpose style (SBLHS 5.1.2) is usually adequate for term papers. For transliteration in theses and dissertations, consult specific departmental guidelines. Only one transliteration system is provided for Greek (SBLHS 5.3).
4. Students should be careful to use the same transliteration style for all words cited, especially when these words have been found in secondary literature from different publishers. Transliteration styles vary widely among publishers.
5. Word-processing software such as Microsoft Word and WordPerfect can insert most diacritical characters. To add diacritical characters in Word, for example, select the "Insert" menu, then click on "Symbol" and choose the appropriate character from the list.

6. Fonts for working with Greek and Hebrew are available for download from the SBL WebSite (<http://www.sbl-site.org>; click on the “Resources” tab at the top of the page). Available fonts include those with Hebrew and Greek characters and fonts with all the transliteration symbols.
7. Italicize all transliterated and foreign words (SBLHS 4.4.14).

### **1.8 DASHES (SBLHS 3.1.1.5; Turabian 21.7.2 & 3)**

1. Distinguish between hyphens (“first-century”);
2. En-dashes separate numbers and are produced when one or two hyphens surrounded by spaces are entered: (“word - word”) or (“word -- word”); or hold *alt* down and type 0150 on key pad with *Num lock* on). En-dashes are used in Biblical references (John 3:16–17);
3. Em-dashes (“I know who you are—the Holy One of God!”—are produced when two unspaced hyphens are entered between words (“word--word”) or hold *alt* down and type 1051).

### **1.9 ELLIPSIS (SBLHS 4.1.6)**

1. An ellipsis . . . is a three-dot interruption to the text, with a space between each dot.
2. If the break occurs at a punctuation, the punctuation is printed normally, like this. . . .
3. However, if the punctuation occurs after the ellipsis, it should be printed like this . . . , or like this . . . ; or like this . . . . (The final dot is the period of the sentence).

**1.10 GENERAL PUNCTUATION:** Study SBL 4.1. for general guidelines on punctuation, especially proper placement of commas and quotation marks. Change all straight or “sticky” quotation marks and apostrophes to curved ones, like “this.”

## PART 2

### FORMATTING GUIDELINES FOR SEMINAR PAPERS AND DISSERTATIONS

#### 2.1 MARGINS

1. For class papers, default Page Set Up for a **one-inch** setting for top, bottom, left, and right margins. **Use 1½” left margin for thesis/dissertation binding—this differs from SBLHS 3.2.2.** Set tabs at one-half inch throughout. Do not justify the right margin.
2. The text of this document has a justified left margin to match the style of SBLHS, i.e., book style. All the samples in Part 3 of this “Student Supplement” follow the term paper style and are set with a ragged right margin.

#### 2.2 SPACING

1. Double-space all main text **except for block quotations**. These long quotations (five lines or more) should be single-spaced, indented one-half inch on each side, and set off from the main text by a double space. [These guidelines differ from SBLHS 3.2.2]. Do not enclose a block quotation with quotation marks. See Sample 3.4 and SBLHS 4.1.7.
2. For spacing in footnotes, see section 2.8 below.

#### 2.3 PAGINATION

1. All page numbers should be 12 pt font centered in the top line of the **footer**, as allowed by Turabian A.1.4. Under Page Setup → Margins → Footer, default to 1” for binding purposes.
2. Page numbers should appear without any punctuation marks such as periods or parentheses.
3. Assign each page a number. Arabic numbers are used for the main text of the paper.
4. Roman numerals are used for material prior to the body of the text (i.e., the front matter: title page, contents, abbreviations page, etc.). The title page is counted, but not numbered. The blank page (copyright page) is counted but not numbered. The approval page prepared by the school office is iii. Then the pagination continues in order with vi.
5. The dedication page is counted but has no number on it.

#### 2.4 TEXT FORMAT

1. Use 12-point Times New Romans font. Chapter titles and title page should be the same size and type as the text font. Do not use bold styling except for certain levels of subheadings.
2. You may use 10 point Times New Roman in footnotes.

#### 2.5 PARAGRAPH INDENTATION

1. The first paragraph of a new section or subsection should be justified to the left margin. Indent the first line of subsequent paragraphs one-half inch.

#### 2.6 NLTS HEADINGS AND SUBHEADINGS (See Part 3 below for examples).

1. Chapter heading: Centered, ALL CAPITAL LETTERS; long titles are single-spaced  
1<sup>st</sup> -level subheading: **Centered, Bold, Capitalized Headline Style**  
2<sup>nd</sup> -level subheading: Centered, Capitalized Headline Style (no bold)  
3<sup>rd</sup> -level subheading: On the left margin, ***Bold, Italics, Capitalized Headline Style***  
4<sup>th</sup> -level subheading: On the left margin, Capitalized Headline Style (no bold or italics)
- 2] Don't “orphan” a heading at the page bottom: it must be followed by at least one line of text.

## 2.7 TITLE PAGE

1. Use all capital letters on the title page. Center all elements, allowing two inches at the top and bottom margins, giving approximately two inches between each element. See Part 3 for content format.

## 2.8 CONTENTS PAGE

1. Use contents page only for theses and dissertations. See Part 3 below for an example.

## 2.9 FOOTNOTES (See *Samples 3.4, Headings, Page Numbers and Footnotes*)

1. For most word processing software, **10-point font** is the default setting for footnotes [This differs from SBLHS 3.2.1.2.]. Footnotes in 10-point font are acceptable for most term papers, provided that the font type is consistent with the normal text of the paper. Some professors, however, may require 12-point font throughout (including footnotes). Especially for theses and dissertations, inquire with your advisor regarding the proper footnote style.
2. Begin subsequent footnote numbering anew with each chapter.
3. Type the Footnote reference number after sentence punctuation, “like this.”<sup>34</sup>
4. Print footnotes immediately beneath text so there are no big gaps of empty space.
5. Separate text and footnotes with a 2” separator line. A full separator line should be used only when a footnote carries over to the next page.
6. The footnote should begin on the same page where it is numbered in the body of text.
7. Indent the superscripted number one-half inch, with subsequent lines of the citation
8. justified to the left margin.
9. Insert one en – space between the number and the footnote text.
10. Single space footnotes, with no lines skipped between each entry or the separator line.
11. Students should cite all publishing information available for the first entry of each source in each chapter. The order for listing information in footnotes is: author/editor, *title* (other ed(s); trans.; number of volumes; edition; series; city: abbreviated publisher, abbreviated State, date), pages.
12. Conclude each footnote with a period.
13. If you quote the same author several times in the same footnote, cite the subsequent references this way: (p. 67).
14. Subsequent footnotes should include the author’s family name and a shortened title of each work:

<sup>7</sup> John Van Seters, *Prologue to History: The Yahwist as Historian in Genesis* (Louisville, Ky.: Westminster John Knox, 1992), 115.

<sup>14</sup> Van Seters, *Prologue*, 150.

## 2.10 BIBLIOGRAPHY

1. Include all your sources in one unified Bibliography, unless your advisor approves various specialized bibliographies.
2. The first page uses a two-inch top margin. List all sources consulted in alphabetical order, with a blank line between single-spaced entries. The bibliography follows the appendix(es) and is page-numbered consecutively. The page number goes at the bottom center of all pages. See sample Bibliography in Part 3.

### PART 3 SAMPLES

#### *(Sample 3.0, Overview)*

1. The following pages provide further aids for paper formatting and style. The scope of examples, however, is far from exhaustive. If a particular issue is not covered in this “Student Supplement for the SBLHS,” students should consult the *SBL Handbook* itself, the latest edition of *Turabian’s Manual for Writers of Term Papers, Theses and Dissertations*, and the latest edition of *The Chicago Manual of Style*.

2] The order of Front Matter for a NLTS Thesis is:

Title Page (Sample 3.1; page counted but not numbered)

Copyright (Sample 3.2; page counted as ii by not numbered)

Blank Page (page counted as iii but not numbered; it is replaced by the Approval page supplied by the School office.)

Acknowledgements, if any (Epigraphs are not used)

Preface (if desired; may include Acknowledgements)

Table Of Contents (see Sample 3.3)

Illustrations (if any)

Tables (if any)

Abbreviations (if any)

Abstract

Dedication Page (no page #)

Blank Page (no page #)

3. The Order of Main Text (see Sample 3.4) is:

Introduction (may include Editorial Method)

Part (if needed; usually not)

Chapters (Use Footnotes, not Endnotes)

Sections and Subsections

Excursus (if needed and appropriate; place at the end of Chapters)

4. The Order Of Back Matter for a NLTS Thesis is:

Glossary (if any)

Appendices (if any) (see Sample 3.5)

Bibliography (see Sample 3.6)

***(Sample 3.1, Title Page)***

*(allow 2" top margin; 1 1/2" left margin for dissertation binding purpose )*

[NAME OF INSTITUTION]

*(allow two inches between elements)*

TITLE OF PAPER  
(CENTERED, DOUBLE-SPACE SUBSEQUENT LINES)

*(allow two inches between elements)*

SUBMITTED TO [NAME OF PROFESSOR]  
IN PARTIAL FULFILLMENT OF  
[COURSE NUMBER AND TITLE]

*(allow two inches between elements)*

BY  
[YOUR NAME]  
[MONTH, DAY, YEAR]

*(allow two-inch bottom margin, if possible)*

*(there is no page # on the title page)*

*(Sample 3.2 Copyright Page)*  
*(counted as ii but no page number printed)*

©  
[Year]  
[Author's Name]

This Thesis/Dissertation was prepared and presented to the Faculty as a part of the requirements for the Degree of {Master of Divinity} at New Life Theological Seminary, Charlotte, North Carolina. All rights and privileges normally reserved by the author as copyright holder are waived for the Seminary. The Seminary library may catalog, display, and use this Thesis/Dissertation in all normal ways such materials are used, for reference and for other purposes, including electronic and other means of preservation and circulation, including on-line computer access and other means by which library materials are or in the future may be made available to researchers and library users.

*(Sample 3.3, Contents Page for Theses and Dissertations; your page numbers will vary)  
 (2" top margin on first page, 1" thereafter; remember to format left margin 1 ½" left)*

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ..... iii

TABLE OF CONTENTS ..... v

ABBREVIATIONS ..... xi

ABSTRACT ..... xiii

DEDICATION

CHAPTER 1, ASSUMPTIONS AND STATEMENT OF THESIS ..... 1  
*(Titles that exceed one line must also be indented 3 spaces for subsequent lines.)*

CHAPTER 2, THE “MAN CHRIST JESUS” IN 1 TIMOTHY 2:3–6 ... 17

    1 Timothy 2:5–6 – A Creedal Formula? ..... 17  
*(First-level subheading are included, headline-style; indent three spaces, no dots)*

    The First Stanza: ei-j ga.r qeo,j ..... 23  
*(Include at least 2<sup>nd</sup> level headings (indented 6 spaces, no dots) in Chapter Listing; you may add additional headings if desired. Hereafter, follow order listed above in PART 3, SAMPLES)*

CONCLUSION ..... 225

APPENDIX [1], PAULINE REFERENCES TO ASSOCIATION WITH CHRIST .. 250  
*(list each appendix)*

BIBLIOGRAPHY ..... 280

*Note: The Table of Content lists every element of the paper that follows the contents pages. Use Arabic numerals for the main text and Roman numerals for the front matter. See Figure A.4 in Turabian 7<sup>th</sup> Edition (p. 381), but use NLTS spacing and dots.*

*(Sample 3.4, Headings and Subheadings)*  
*(2" top margin for the first page only; 1" thereafter)*  
*(Chapter Headings are in LARGE CAPS)*

PRIMARY HEADING: PAPER TITLE OR CHAPTER NUMBER AND TITLE:  
LONG TITLES ARE SINGLE-SPACED ON SUBSEQUENT LINES

The Text begins on the third line after the Primary heading (the usual double spacing plus one added blank line) or with a first level subheading on the third line after the Title. Flush left the first paragraph after each heading. The left, right, top, and bottom margins are one inch for papers; **1 ½" left margin on theses and dissertations**. The first pages of chapters are formatted like the primary heading.

Indent each first line of subsequent paragraphs. All main text should be set in a standard 12-point font, such as Times New Roman. Begin page numbering on the first page of your paper.<sup>1</sup>

### **First-Level Subheading**

A first level subheading is centered, bold, and capitalized headline style

Each subheading should begin on the third line after the text of the preceding section regardless of the level, then use normal double-spacing after the subheading.

### Second-Level Subheading

A second-level subheading is centered and capitalized headline style.

### ***Third-Level Subheading***

A third level subheading is on the left margin, in bold, italics, and capitalized headline style. A heading should never be “orphaned” or “widowed” on the last line in the text: it should be

---

<sup>1</sup> The page number should be 12 pt, centered in the footer, and 1" from bottom edge. The Title Page has no page number, so to make page 1 the first page of your actual paper, go to Insert: Page numbers: Format: Start at: zero.

*(Sample 3.4 continued, Headings, Page Numbers and Footnotes)*

followed by at least one line of text; otherwise, begin the heading on the following page.

#### Fourth-Level Subheading

A fourth-level subheading is on the left margin, capitalized headline style. The text of the body of the paper is double-spaced except for blocked quotations.

This is a blocked quotation. It should consist of five or more lines of text and be indented one-half inch on each side. Block quotations should be single-spaced. No quotation marks are used at the beginning or the end of the quote. Double quotation marks within the original matter are retained. The blocked quote is set off by regular double line-spacing before and after the quote. Note that regular double spacing resumes after the end of the quotation.<sup>2</sup>

Writing tip: do not end a paragraph with a quotation. Use the last sentence in the paragraph to make your final point, summarize the paragraph, or transition into the next paragraph.

**Footnotes** at the bottom of the page are separated from the text by a two-inch ruled line.<sup>3</sup> Maintain subsequent numbering in notes and begin numbering anew in each chapter.<sup>4</sup> Indent the first line of the footnote with a superscripted number. If you quote more than a paragraph, show the paragraphing in your footnote. Make sure a footnote and the text to which it refers begin on the same page. When a word processor such as Microsoft Word does not accomplish this automatically, adjust the line spacing to “exactly” on the “paragraph” window. If there is more than 1 inch of space, **print the footnote immediately below the text.**<sup>5</sup> There should not be a skipped line between each footnote, since submission for publication no longer requires this.

---

<sup>2</sup> The first line of a footnote is indented one-half inch. 10-point font is acceptable. Footnotes—unlike the main text of the paper—should be **single-spaced**. There need be no extra lines skipped between footnotes.

<sup>3</sup> A full Separator Line should appear only when a footnote carries over from the previous page. The 2” Separator Line is accessed in Word under View → Footnotes → then select Footnote Separator in box. To shorten a continuous separator line, block it, delete it, and redraw it to 20 spaces. More easily, you can shorten it by moving your cursor to the space after the period of previous footnote and hitting delete. Another method is to force the last line (or maybe 2) of the body-text to the next page, and Word will print the footnote on the same page and change the separator line to 2”.

<sup>4</sup> There needs to be a blank en-space between the number and the first word of the note.

<sup>5</sup> “Beneath text” option in Word is under: References/Insert → Footnotes → Options / Place at: beneath text.

*(Sample 3.5, Appendixes and/or Tables)*  
*(2" top margin on first page; 1" thereafter)*

APPENDIX / TABLE  
APPENDIX / TABLE TITLE IS SINGLE-SPACED ON SUBSEQUENT LINES

The text should begin on the third line after the Title.

Each Appendix and/ or Table should have a number and a title, unless there is only one Appendix or Table, in which case the Appendix or Table Heading would not need a number. Every Appendix and/or Table requires a heading, so if you are including a preexisting document you will need to type a heading (i.e., the Appendix or Table number and title) on that document so that it conforms to your numbered Appendixes or Tables.

An Appendix and/or Table is formatted like the first page of a chapter, using a two-inch top margin. Locate page numbers at the bottom center of the first page of each Appendix or Table and all subsequent pages. [Since Tables are included in the Front Matter, they use Roman numbering.] If the Appendix or Table is already numbered, put those page numbers in square brackets. Page numbering for Tables is consecutive with the rest of the Front Matter and consecutive with the rest of the Back Matter for Appendixes.

Margins for the Appendixes or Tables should be the same as the rest of the paper. You may need to reduce the content of the Appendix or Table to fit the margins.

**(Sample 3.6 Bibliography)**  
(2" top margin on first page; 1" thereafter)

## BIBLIOGRAPHY

1. The first entry should begin on the third line after the Title. The first line of each entry is justified to the left margin; subsequent lines are indented one-half inch. See the SBLHS 7.2–4 for samples of the correct format.
2. A Bibliography consists of one list of the sources—alphabetical, by author—you consulted or cited in the paper. SBL 7.1.2 requires a space between author's initials: Dodd, C. H. (not Dodd, C.H.)
3. Separate the entries with one blank line. The entries themselves are single-spaced.
4. The Bibliography goes after the Appendixes (if any) and is page-numbered consecutively.
5. Use a 3-em dash (6 hyphens) for repeated name of an author or editor (*Turabian* 21.7.3) ———. Copy this sample and paste it when needed.
6. The page number goes at the bottom center of each page 1" from bottom edge.
7. Do not use abbreviations for titles of books, journals, or series in the Bibliography.
8. Bibliographical Entries for Journal articles in SBL are the same as *Turabian*:  
Author. "Title." *Full Journal Name* number (date): pages.
9. Bibliographical information for Books in SBL follows the same sequence as *Turabian*:  
Author/eds. *Title*. Edited by \_\_\_\_\_. Translated by \_\_\_\_\_. # of volumes. Edition. Series. City, Place (see 8.1.1): abbreviated Publisher, date. Repr. from \_\_\_\_\_(date).
10. A significant difference between SBL and *Turabian* concerns placement of Pages Numbers of Festschrift articles (see examples in SBL 7.2.12, 13, 21, 25, 28):  
Author/eds. "Article Title." Pages ## in *Book Title*. Edited by \_\_\_\_\_. Translated by \_\_\_\_\_. # of volumes. Edition. Series. City, Place (see SBL 8.1.1): abbreviated Publisher, date. Repr. from \_\_\_\_\_(date).

## POSTSCRIPT

Please feel free to email your questions on form to the current SBL Reader: [sostout@juno.com](mailto:sostout@juno.com)  
Please email your thesis (or completed sections of it) to the SBL Reader before printing it. This way, repeated mistakes of form in the body, footnotes, and bibliography can be identified and corrected before submitting a printed copy.