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Preface

This style sheet is inspired by the informal, non-copyrighted Style Sheet used at the University of Santa Clara. The faculty here at University of St. Mary of the Lake / Mundelein Seminary has revised, expanded, and adapted it for our use. This Style Sheet is based on the official manual of style used at Mundelein: Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed., revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2007).

I. Style

If you came through an American University, you are probably no stranger to writing research papers. Students from other countries may have had less experience doing research and reporting on it. What you have before you is a review of some basics in doing papers and some rules and examples for citing sources. Use it well.

Topic Sentence

Each paragraph begins with a *topic sentence*. “The topic sentence must contain a *strong subject* and a *clear controlling idea*. A ‘strong’ subject indicates that the logical subject is in the grammatical subject’s position.”¹

E.g., Hezekiah’s precautions seemed to be of little avail in the year 701.²

Subject: Hezekiah’s precautions.

Governing idea: Verb and everything that follows—seemed to be of little avail in 701.

“The topic sentence should tell the reader *what* you are focusing on (the strong subject) and *how* you plan to develop it (controlling idea).” Like a road sign, the topic sentence tells the readers where they are going. It sets up their expectations. The supporting sentences are the landmarks along the way. They develop the topic by providing a coherent body of evidence. Thus, in the above example, we suppose that the writer will tell us *why* Hezekiah’s planning was useless. How did Hezekiah get into this mess? What are the reasons his planning came to nothing? We expect the author to answer these questions “in terms of *cause* and *effect* or *examples* and *illustrations*.” All the rest of the sentences in the paragraph should develop the opening idea logically and clearly.

Paragraph

In an essay, chapter, or book, the paragraph is the basic logical unit, the basic unit of thought. A paragraph groups sentences together. A topic sentence, almost always at the beginning of the paragraph, states the matter to which all the subsequent sentences relate. Every other sentence should clearly develop the subject of the paragraph “in a coherent and

¹ Quotation marks here and subsequently indicate that the material is taken verbatim from the U. of Santa Clara Style Sheet.

² James P. McIlhorne, *The Word Made Clear: A Guide to the Bible for Contemporary Catholic Readers* (Chicago, IL: The Thomas More Press, 1992), 62.

emphatic” way. Anything composed of paragraphs, to be effective, “must have unity, coherence, emphasis, and development.”

Because each sentence of the paragraph should further the development of the paragraph’s topic,³

Avoid one-sentence paragraphs. They work in newspapers, but nowhere else. In expository essays, such paragraphs can only state a point; they cannot argue convincingly.

Delete anything that delays effective argument. Often people write their way into a paragraph and later find that the first sentences were really just “priming the pump.” They can be dropped in favor of a more precise topic sentence.

Likewise, writers add “a sentence or two to the end of the paragraph” that “serves neither as a conclusion to the thought of the paragraph nor a transition to the next.” Avoid this.

Transitional clauses

The first sentence of each paragraph should make some connection with the previous paragraph. Usually this means beginning the topic sentence with a transitional clause, word, or expression. The transition “tells the reader the logical relation between the two paragraphs.” For example:

*This highly imaginative and marvelous view, this unified vision gleaned from both scientific and theological sources, still stands as a challenge to us, and as a masterpiece of ingenuity and foresight for our times.*⁴

*The two methods we have examined so far, “literary” and form criticism, arose from the observation that the Old Testament text is puzzling in various ways.*⁵

*The same principle extends to the meaning of words and of whole sentences.*⁶

The italicized phrase serves as a transition and tells “the reader what the previous paragraph stressed,” namely, the vision unified from scientific and theological sources, two methods examined so far, and a principle. The second part of the sentence “tells us what to expect in *this* paragraph.”

A few examples of types of transitional words are first, second, next, last; but, however, on the other hand, conversely, nevertheless, otherwise; that is, in fact, in other words.⁷

³ The following points are taken from the U. of S. C. Style Sheet.

⁴ Charles R. Meyer, *Religious Belief in a Scientific Age* (Chicago, IL: The Thomas More Press, 1983), 74.

⁵ John Barton, *Reading the Old Testament: Method in Biblical Study* (London: Darton, Longman, & Todd, 1984), 43.

⁶ Barton, *Reading the Old Testament*, 110.

⁷ Kirkland, James W., and Collett B. Dilworth, Jr. *Concise English Handbook*, 3rd ed. (Lexington, MA: D. C. Heath and Co., 1994), 62-63.

Content Development⁸

“The essay should always begin with a *thesis* or *charge paragraph* that gives the reader a sense of your whole argument.” The Introductory paragraph(s):

- Gives the purpose and scope of the study (what’s the whole idea? How are we going to get there? Where will we be when we’re finished? Who cares?);
- Summarizes the body of the paper (like a movie trailer, it briefly skims the best parts of your content);
- States your thesis (your position, your take on the topic or issue or question you have chosen to expound).

“In developing an essay, always use deductive structure. Move from the general to the particular.” Do the following:

- Make sure every move you make in your argument has a rationale. Likewise, every step you take in the development of your paper must have a good explanation. In short, pay attention to detail as you think and write.
- Carefully *explain* the progress of your thought. Show logical interconnections. Help the reader follow your argument every step of the way. Never assume the reader can think along with you. When in doubt, err on the side of over explaining. As Aldous Huxley said, “Most human beings have an almost infinite capacity for taking things for granted.”⁹
- Show evidence of personal effort throughout the paper. This includes:
 1. Your ongoing personal reaction, especially at the end of each major section of the paper. This will be evidence that you are reading your primary and secondary sources critically and developing the ability to make your own theological arguments and take positions.
 2. Comparing secondary sources (the views of others who have reviewed the primary source you are using);
 3. Contemporary applications such as pastoral ramifications, historical issues, etc.
- Include evidence, concrete examples, etc., whenever appropriate (these can go in either the text itself or footnotes);
- Always be aware of the importance of language. Avoid sloppiness in the use of theological terminology. Accurate and appropriate use of terminology is evidence of more precise theological thinking.

In flying and in writing, landings, like takeoffs, are very important. In your conclusion:

- Briefly restate the purpose of the study;

⁸ Much of what follows is borrowed from Lou Cameli’s STL Readings Course class notes and Charles Meyer’s *How to do a Research Paper* (Memo to Leo Lefebure and James McIlhone, March 30, 1990, Mundelein Seminary).

⁹ *The Oxford Dictionary of Modern Quotations*, ed. Tony Augarde, s.v. “Aldous Huxley.”

- Summarize the main points;
- Recast your thesis statement as the result of your synthesis of material;
- Suggest applications
- Suggest the next step(s). Where could further study be of benefit? Do this in either the text or a footnote.

You may find that your introduction and your conclusion are best finalized after you have written the body of your essay. In any event, make sure that your beginning and ending accurately and clearly reflect what you have actually done.

Does it make sense and hold together? If not, there is a lack of clarity or a break in your argument. Go back to the text—often a transitional sentence or a stronger conclusion will make all the difference. Another suggestion might be to have another person read your paper for coherency and also to catch any mechanical errors you may have made.

Distinguish type of development as either illustrative or argumentative. Illustrative development shows how a theme functions, e.g., how Luke develops the theme of “universal mission” in the gospel and Acts. Argumentative writing starts with a position about a subject on which opinion is divided. Various pieces of evidence are offered in support of the author's position and in refutation of an opinion with which the writer disagrees.

Read your finished work carefully. As you do so, you are looking for two types of errors: (1) Slips in grammar, syntax, or spelling; (2) Infelicities or outright gaffes in writing style. Searching for and correcting Type #1 errors we call proofreading. Finding and improving Type #2 blunders we call rewriting. These are not the same things, but they may occur during the same rereading.

Use of Sources

“When using quotations from a book, remember *you* are writing the paper and your prose must be coherent and continuous. This means any words quoted in the form of a phrase, sentence, or number of sentences must be integrated into the text of your paragraph. Thus avoid beginning or ending a paragraph with a quote since the thesis and transitional sentence of the paragraph is best left to you.

“Whenever you use the precise words or even the ideas of another, you must give reference to the text you are using either in a footnote or endnote. Be certain that your first reference is complete.”

II. Form¹⁰

1. All papers should be neatly typed, using double space. No handwritten papers will be accepted unless approved by the professor.
2. Leave margins: 1 1/2" for left margin, 1" at right, top, and bottom of paper.

¹⁰ Based on the U. of S. C. Style Sheet.

3. Number all pages of your text either at the top of the page or at the bottom.
4. All papers *must* have a separate title page, listing the title of the paper, the student's name, course, and date submitted.
5. Have one blank piece of paper at the end of the paper—that is, do *not* type on the last page.
6. In typing quotations:

Whenever *two* or more sentences are quoted, running to *four* or more lines, use the block quotation style, that is, indent the quote, type the text single space, and do *not* use quotation marks. The block quote is indented beginning on the fifth space.

7. When deleting words or phrases from a quote, use the ellipsis. For example, "Rituals are part and parcel of daily life . . ." The ellipsis indicates that the last words of the sentence are omitted. In this case 4 periods are used with a single space between each. "Rituals . . . connect us with past generation." The ellipsis indicates that several words have been omitted. In this case 3 periods are used with a single space between each.¹¹
8. In typing the paper do not justify the margins.

III. Footnotes, Endnotes, and Bibliography

Here we give you examples for the *first* citation of a source in a footnote or endnote. ***N.B.: In the second and subsequent citations of the source, use a shortened form of the citation.*** To learn how to do this, see below, "Second and Subsequent References," p. 10.

Obviously the difference between footnotes and endnotes is where you find them. Footnotes are at the bottom or "foot" of the page. Endnotes are notes simply listed at the end of your paper, before the bibliography. Thanks to word processors, putting notes at the bottom of the page is easy. Endnotes, nevertheless, are certainly acceptable. Choose one way or the other as you begin typing your paper.

Your bibliography or list of all the resources you have cited goes at the end of your paper (after endnotes, if you're using them). The information in each bibliography entry is the same as in the first citation of a source: author, title, city, publisher, date. Items in the bibliography are listed in the alphabetical order of the authors' last names. For that reason, there are differences from the notes in punctuation and the use of parentheses.

Style for Reflection Papers

No title page is necessary. Put your name, date the paper is due, and the course title in the upper left-hand corner of the first page. Leave three blank lines. Center the title. Leave three blank lines before the body of the paper. Double space the body. Include page numbers.

If using direct or indirect quotes, you must use footnotes or endnotes in the style contained in this manual. UNLESS, you are writing the reflection paper on a specific text assigned by the professor. In this case, you may attribute both direct and indirect quotes by including the author's last name followed by a comma and then the page number within parentheses at the

¹¹ See Turabian, 5.18-25

end of the quotation. If the assigned text is a church document, you may use a shortened title instead of the author's last name and paragraph numbers instead of page numbers.

Examples:

(O'Connor, 47)

(*Catechism*, 389)

Below, "F" refers to "Footnote"; "B" to Bibliography.

Books

Book with one author:

F ¹John Lodge, *Romans 9—11: A Reader-Response Analysis* (Atlanta, GA: Scholars Press, 1996), 14.

B Lodge, John. *Romans 9—11: A Reader-Response Analysis*. Atlanta, GA: Scholars Press, 1996.

Book with one author in a series

F Daniel J. Harrington, S.J., *The Gospel of Matthew*, Sacra Pagina (Collegeville, MN: The Liturgical Press, 1991), 6.

B Harrington, Daniel J., S. J. *The Gospel of Matthew*. Sacra Pagina. Collegeville, MN: The Liturgical Press, 1991.

Note that the book's number in the series is not indicated.

Book with two authors:

F ²J. D. Holmes and B. W. Bickers, *A Short History of the Catholic Church* (New York: Paulist Press, 1984), 15.

B Holmes, J. D., and B. W. Bickers. *A Short History of the Catholic Church*. New York: Paulist Press, 1984.

Book with three authors:

F ³Page H. Kelley, Daniel S. Mynatt, and Timothy G. Crawford, *The Masorah of Biblia Hebraica Stuttgartensia*, with Introduction and Annotated Glossary (Grand Rapids, MI: William B. Eerdmans Publishing Company, 1998), 42.

B. Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia*. With Introduction and Annotated Glossary. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1998.

Translated work:

F ⁴Juan Luis Segundo, *The Liberation of Dogma*, trans. Phillip Berryman (New York: Orbis Books, 1992).

B Segundo, Juan Luis. *The Liberation of Dogma*. Translated by Phillip Berryman. New York: Orbis Books, 1992.

Book with named author of Introduction, preface, or foreword:

F ⁵Dom Albert Stacpoole, OSB, ed., *Vatican II Revisited by Those who Were There*, with a Foreword by Joseph Cardinal Bernardin (Minneapolis: Winston Press, 1986), 220.

- B Stacpoole, Dom Albert, OSB, ed. *Vatican II Revisited by Those who were There*. Foreword by Joseph Cardinal Bernardin. Minneapolis: Winston Press, 1986.

Contribution to an Anthology, Festschrift, or Other Edited Work:

- F ¹⁰Robert E. Barron, "Priest as Bearer of the Mystery," in *Priesthood in the Modern World: A Reader*, ed. Karen Sue Smith (Franklin, WI: Sheed & Ward, 1999), 95.
- B Barron, Robert E. "Priest as Bearer of the Mystery." In *Priesthood in the Modern World: A Reader*, ed. Karen Sue Smith, 93-100. Franklin, WI: Sheed & Ward, 1999.

Separately Titled Volume of a Multivolume Work:

- F ¹¹Gordon N. Ray, ed., *An Introduction to Literature* (Boston: Houghton Mifflin Co., 1959), vol. 2, *The Nature of Drama*, by Hubert Hefner, 47-49.
- B Ray, Gordon N., ed. *An Introduction to Literature*. Vol. 2, *The Nature of Drama*, by Hubert Hefner. Boston: Houghton Mifflin Co., 1959.

Articles in Journals

Article in a journal:

- F ⁶Sara Butler, "Priestly Identity: 'Sacrament' of Christ the Head," *Worship* 70 (July 1996): 291.
- B Butler, Sara. "Priestly Identity: 'Sacrament' of Christ the Head." *Worship* 70: (July 1996): 290-306.

Articles in Encyclopedia/Dictionary

Signed Article:

- F ⁷Michael Glazier and Thomas J. Shelley, eds. *The Encyclopedia of American Catholic History* (Collegeville, MN: Liturgical Press, 1997), s.v. "Quarter, Bishop William," by Martin Zielinski.
- B Glazier, Michael, and Thomas J. Shelley, eds. *The Encyclopedia of American Catholic History*. Collegeville, MN: Liturgical Press, 1997. S.v. "Quarter, Bishop William," by Martin Zielinski.

If an encyclopedia is well known, such as *Encyclopedia Britannica* or *Encyclopedia Americana*, it is not included in the Bibliography. However, articles from more specialized encyclopedias like *The Encyclopedia of American Catholic History* should be included in the bibliography.¹²

Unsigned Article:

- F ⁸*Encyclopedia Americana*, 1975 ed., s.v. "Sumatra."
- B *Encyclopedia Americana*. 1975 ed. S.v. "Sumatra."

¹² Turabian, *A Manual for Writers*, 11.42.

Sample Footnotes and Bibliographical Form of Some Church Documents¹³

Documents of the Second Vatican Council:

F ¹⁶Second Vatican Council, "Constitution on the Sacred Liturgy," in *Vatican Council II: The Conciliar and Post Conciliar Documents*, ed. Austin Flannery (Northport, NY: Costello Publishing Company, 1996), ## 7-8.

B Second Vatican Council. "Constitution on the Sacred Liturgy." In *Vatican Council II: The Conciliar and Post Conciliar Documents*. Edited by Austin Flannery. Northport, NY: Costello Publishing Company, 1996.

If text of the Constitution is published in a booklet:

F ¹⁷Second Vatican Council, *Constitution on the Sacred Liturgy*, (Washington, D.C.: United States Catholic Conference, 1965), arts. 7-8.

B Second Vatican Council. *Constitution on the Sacred Liturgy*. Washington, D.C.: United States Catholic Conference, 1965.

Second reference to above text, from either source:

F ¹⁸*Constitution on the Sacred Liturgy*, arts. 7-8.

Documents written by a Pope:

F ¹⁹Paul VI, "Evangelii Nuntiandi," in *Sourcebook of Modern Catechetics*, ed. Michael Warren (Winona, MN: St. Mary's Press, 1983), 439-493.

B Paul VI. "Evangelii Nuntiandi," In *Sourcebook of Modern Catechetics*. Edited by Michael Warren. Winona, MN: St. Mary's Press, 1985.

F ²⁰John Paul II, *On Human Work*, (Washington, D.C.: United States Catholic Conference, 1981), arts. 4-7.

B. John Paul II. *On Human Work*. Washington, D.C.: United States Catholic Conference, 1981.

Second note:

F ²¹*On Human Work*, art. 17.

Compendiums:

F ²²Bishops' Committee on the Liturgy, "Music in Catholic Worship," in *The Liturgy Documents: A Parish Resource*. (Chicago: Liturgy Training Program, 1980), art. 35.

Second note:

F ²³"Music in Catholic Worship," art. 35.

Same document published in separate booklet:

F ²⁴Bishops' Committee on the Liturgy, *Music in Catholic Worship* (Washington, D.C.: United States Catholic Conference, 1983), art. 35.

¹³ All these categories and examples are from the U. of S. C. Style Sheet.

- B. Bishops' Committee on the Liturgy. *Music in Catholic Worship*. Washington, D.C.: United States Catholic Conference, 1983.

Liturgical books or books by Vatican congregations:

- F ²⁵Congregation for Divine Worship, *The Sacramentary*, (New York: Catholic Book Publishing Co., 1985), 40.
- B Congregation for Divine Worship. *The Sacramentary*. New York: Catholic Book Publishing Co., 1985.
- F ²⁶Congregation for Divine Worship, *Lectionary For Mass* (New York: Catholic Book Publishing Co., 1985), 348-349.
- B Congregation for Divine Worship. *Lectionary for Mass*. New York: Catholic Book Publishing Co., 1985.
- F ²⁷Congregation for the Clergy, *General Catechetical Directory* (Washington, D.C.: United States Catholic Conference, 1971), art. 48.
- B Congregation for the Clergy. *General Catechetical Directory*. Washington, D.C.: United States Catholic Conference, 1971.
- F ²⁸"Rite of Penance," in *The Rites of the Catholic Church*, Vol. 1 (New York: Pueblo Publishing Company, 1990), arts. 41-44.
- B "Rite of Penance." In *The Rites of the Catholic Church*. Vol. 1. New York: Pueblo Publishing Company, 1990.

Documents written by United States Bishops:

- F ²⁹National Conference of Catholic Bishops, *Sharing the Light of Faith: National Catechetical Directory for Catholics of the United States* (Washington, D.C.: United States Catholic Conference, 1979), art. 32.

Second note:

- F ³⁰*Sharing the Light of Faith*, art. 32.

If a document is to be used often, you may indicate an abbreviation at the end of the first note. With the document above, this would be: Hereafter referred to as *SLF*.

Then the notes for this source would be:

- ³¹*SLF*, art. 32.

- B. National Conference of Catholic Bishops. *Sharing the Light of Faith: National Catechetical Directory for Catholics of the United States*. Washington, D.C.: United States Catholic Conference, 1979.

Second and Subsequent References

Short Title. Every time you refer to a work after the first citation, use the author's last name followed by a comma and the page number of the reference, e.g., **Lodge, 47**. If two or more works by the same author have been cited, include the work's title so there won't be

confusion, e.g., **Barron, Thomas Aquinas: Spirit Master, 22**. If the title has five or more words, use a shortened form, e.g., **Gawronski, Word and Silence, 25**.¹⁴

Ibid. You may also use the abbreviation “ibid.,” which is short for the Latin term *ibidem* meaning “in the same place.” Use this when all the information is the same as in the previous citation or when it’s the same except for the page number. So the example above would be **Ibid., 47**. Another reference to the Lodge book immediately after might be **Ibid., 29**. Do not italicize *ibid.* Include a period, because it’s an abbreviation.

IV. Citations of Online Sources¹⁵

Sources under consideration here are those which exist on physical media (e.g., CD-ROMS, diskettes, and magnetic tapes) or on-line media (e.g., computer services, networks, and bulletin boards).

Home Pages

- F ³² University of St. Mary of the Lake, “Welcome to the official web page for the University of Saint Mary of the Lake!” <http://www.vocations.org/> (accessed June 4, 2009).
- B University of St. Mary of the Lake. “Welcome to the official web page for the University of Saint Mary of the Lake!” <http://www.vocations.org/> (accessed June 4, 2009).

CD-ROM

- F ³³ *Paul and His Letters*, Logos Bible Software 3 (Libronix Corporation, 2000-2008) [CD-Rom].

Journal Article on-line

- F ³⁴ Edward T. Oakes, S.J., “Benedict XVI and Some Current Theology,” *Studies: An Irish Quarterly Review* [Summer, 2005]. <http://www.ratzingerfanclub.com/Oakes/> (accessed June 4, 2009).

Database on-line

- F ³⁵ “Decree On Priestly Training,” in *II Vatican Council: All Documents with Full-Text Search Engine*, a service of Christoph Overkott and Josef Spindelböck, 6 August 1998 [database on-line], available from <http://www.stjosef.at/council/> (accessed June 4, 2009).
- F ³⁶ “Benedict XVI, “Injustices Among Nations are Threats to Peace,” (29 May 2009), *Vatican Information Service* http://212.77.1.245/news_services/press/vis/dinamiche/b0_en.htm (accessed June 4, 2009).
- F USCCB Committee on the Liturgy, “Norms for Holy Communion Under Both Kinds” (14 June 2001), <http://www.usccb.org/liturgy/current/norms.shtml> (accessed June 4, 2009).

¹⁴ For more information on the topic of subsequent references, see Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed., rev. John Grossman and Alice Bennett (Chicago: University of Chicago Press, 1996), 8.84-96. Turabian is the standard manual you should use in all cases.

¹⁵ Besides Turabian 8.141, see Janice R. Walker and Todd Taylor, *The Columbia Guide to Online Style* (New York: Columbia University Press, 1998).

V. Punctuation¹⁶

“Its” and “It’s”

When you want to say that something belongs to something else, you use “its.” This seems odd, since usually possession is shown by an apostrophe followed by an “s.” “Its” is an exception.

The spectacular show of the Northern Lights was at *its* height.

Its name was Charlie, and it was going to be a memorable hurricane.

“It’s” is a contraction for “it is.”

It’s time we went to work.

I’ve worked all night, and, believe me, *it’s* hopeless.

Test your usage by asking: “Do I want to say ‘it is’ in this situation?” If you were writing the second example for “its” above, you would realize that you do not want to say “*It is* name was Charlie.”

Comma [,]

When you have a series of three or more items (words, phrases, or clauses), separate them with commas. Place a comma before the coordinating conjunction (usually “and” or “or”).

Any mathematical corpus of knowledge is organized in *a way which reflects its purposes, the ways of thought involved, and the underlying cognitive style.*¹⁷

As a general rule, one Vicar general is to be appointed, unless *the size of the diocese, the number of inhabitants, or other pastoral reasons* suggest otherwise.¹⁸

The Semicolon [;]

When you have two clauses, both of which have a subject and a verb (so-called “independent” clauses), and you want to put them together because they are closely related, use a semicolon.

I have never met Simon Tugwell; I am merely a fan.¹⁹

If the relationship you see between the clauses is not obvious, add *however, therefore, otherwise*, etc (called “conjunctive adverbs”) after the semicolon or later in the second clause.

For I bear them witness that they possess a zeal for God; *however*, it is not fully enlightened (Rom 10:2-3).

¹⁶ Information from Kirkland and Dilworth, *Concise English Handbook*. See also William Strunk Jr. and E. B. White, *The Elements of Style* (4th ed.; Boston: Allyn and Bacon, 2000), 1-14.

¹⁷ *The Anchor Bible Dictionary*, s.v. “Mathematics, Algebra, and Geometry,” by Jens Høyrup, 4:606.

¹⁸ Canon 475 § 2, *Code of Canon Law*.

¹⁹ Kathleen Norris, *The Cloister Walk* (New York: Riverhead Books, 1996), 206.

VI. Inclusive Language

In recent years many in the Church have become aware of the pastoral problems caused by language that some perceive as excluding women. Formerly this type of discrimination was called "sexist" language; lately it is called "exclusive" language.²⁰ At the same time, there is a lively theological debate going on about the place of inclusive language in biblical translations, the liturgy, and theology. Mindful that this is a contentious area, we offer the following, limited guidelines.

1. In Quotations

When you are quoting an author or source, always retain the language of the original, including usages which some today would regard as exclusive.

2. Language Referring to God

We all know that God transcends gender distinctions. Therefore, when quoting biblical, liturgical, or theological texts that refer to God in male terms, retain the original.

3. Language addressing and referring to the community

Many people today understand terms such as men, sons, brothers, brother, fraternity, and brotherhood to refer exclusively to males, although from the perspective of the history of language usage, these words can have a broader meaning. Likewise, while terms such as man, mankind, forefathers, and family of man are considered to be generic by many, others consider them to exclude women.

Thus, in your own writing you may want to use expressions such as the following when you are designating individuals or groups:

Humanity	Community	all creation
human race	Family	whole world
humankind	Faithful	forerunners
people(s)	Friends	forebears
Church	All/we/us	ancestors

VII. Biblical Citations

For citations of books of the Bible, Apocrypha of the Old and New Testaments, the Dead Sea Scrolls, early Patristic writings, targumic and rabbinical works, and the Nag Hammadi literature, the abbreviations in *The New Jerome Biblical Commentary*, should be used.²¹

The following abbreviations are for the proto- and Deuterocanonical books of the Old Testament and of the New Testament. Note that there is no period used after the

²⁰ Ronald D. Witherup, *A Liturgist's Guide to Inclusive Language* (Collegeville, MN: The Liturgical Press, 1996), 8.

²¹ Raymond E. Brown, Joseph A. Fitzmyer, and Roland E. Murphy, eds., *The New Jerome Biblical Commentary* (Englewood Cliffs, NJ: Prentice Hall, 1990), xxxi-xxxv.

abbreviation. Biblical citations may be included in the text and not as footnotes. e.g., “It is recorded that Jesus spoke in parables. One of those parables is The Widow's Mite (Mk 12:41-44).”

Citations from church documents and rites may be typed the same way, i.e., as part of a sentence in the text.

Old Testament

<p>Gen Genesis</p> <p>Exod Exodus</p> <p>Lev Leviticus</p> <p>Num Numbers</p> <p>Deut Deuteronomy</p> <p>Josh Joshua</p> <p>Judg Judges</p> <p>1-2 Sam 1-2 Samuel</p> <p>1-2 Kgs 1-2 Kings</p> <p>1-2 Chr 1-2 Chronicles</p> <p>Ezra Ezra</p> <p>Neh Nehemiah</p> <p>Tob Tobit</p> <p>Esth Esther</p> <p>Add Esth Additions to Esther (107 vv in the LXX)</p> <p>1-2 Macc 1-2 Maccabees</p> <p>Job Job</p> <p>Ps(s) Psalm(s)</p> <p>Prov Proverbs</p> <p>Eccl Ecclesiastes (Qoheleth)</p> <p>Cant Canticle of Canticles (Song of Songs)</p> <p>Wis Wisdom</p> <p>Sir Sirach (Ecclesiasticus)</p> <p>Isa Isaiah</p>	<p>Dt-Isa Deutero-Isaiah</p> <p>Tr-Isa Trito-Isaiah</p> <p>Jer Jeremiah</p> <p>Lam Lamentations</p> <p>Bar Baruch</p> <p>Ep Jer Epistle of Jeremiah (= Bar 6)</p> <p>Ezek Ezekiel</p> <p>Dan Daniel</p> <p>Pr Azar Prayer of Azariah (= Dan 3:24-90)</p> <p>Sus Susanna (= Dan 13:1-64)</p> <p>Bel Bel and the Dragon (= Dan 14:1-42)</p> <p>Hos Hosea</p> <p>Joel Joel</p> <p>Amos Amos</p> <p>Obad Obadiah</p> <p>Jonah Jonah</p> <p>Mic Micah</p> <p>Nah Nahum</p> <p>Hab Habakkuk</p> <p>Zeph Zephaniah</p> <p>Hag Haggai</p> <p>Zech Zechariah</p> <p>Dt-Zech Deuter-Zechariah</p> <p>Mal Malachi</p>
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New Testament

Matt	Matthew	1-2 Thess	1-2 Thessalonians
Mark	Mark	1-2 Tim	1-2 Timothy
Luke	Luke	Titus	Titus
Acts	Acts of the Apostles	Phlm	Philemon
Rom	Romans	Heb	Hebrews
1-2 Cor	1-2 Corinthians	Jas	James
Gal	Galatians	1-2 Pet	1-2 Peter
Eph	Ephesians	1-2-3 John	1-2-3 John
Phil	Philippians	Jude	Jude
Col	Colossians	Rev	Revelation (Apocalypse)

VIII. Plagiarism

The word “plagiarism” comes from the Latin, *plagiarius*, kidnapper. To plagiarize means to use someone else’s words, thoughts, concepts, or designs in your own work *without acknowledgement* that the material is really the product of another person’s imagination. The kind of citation apparatus represented by Turabian’s *Manual of Style* is in large part an organized way to give credit where it is due. When we present an idea we found in someone else’s writing and use a footnote, we are avoiding the illicit (and possibly illegal) embezzlement of another’s intellectual property. The acknowledgement of use returns the thought to its rightful owner.

Although research papers require that we look into what others have said about the topic at hand, all the material we gather is supposed to help us to build our own argument, to defend our own point. Summarizing other positions is certainly part of writing a paper for a course or an STL thesis.

Summarizing, though, is an art. The summary needs to be in your own words. When it is important for your argument to have the words of the original, quote the source. Where you quote the words of the source, you must indicate that by quotation marks and cite the location of the quotation in a footnote.

To be avoided is the tendency to paraphrase in tandem with the original, *even when you acknowledge the derivation with a footnote citation*. That’s right. Even where you intend to indicate where you got the ideas behind the words you are using, if your sentence or sentences are practically a phrase by phrase recasting of the original in other words, *that is still plagiarizing*.²² If lining up your writing and the original in two side-by-side columns

²² Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995), 167-68.

would reveal parallel series of notions in different words, even acknowledging the source is not enough. It is still plagiarism.²³

Plagiarism, if discovered, will mean an automatic failure. If serious enough, it may be grounds for dismissal from the academic program and, so, from the Seminary.

IX. Bibliography

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 1995.

This is a complete how-to book for “all student researchers, from the newest beginners to graduate and professional students” (ix). Booth & Co. do two things at once. First, they lay out, in order, all the stages of research writing from initial spark to final galleys. As they proceed, secondly, they show how you may be working at various stages at the same time and how earlier stages relate to later ones. You will find here, also, the best treatment of plagiarism we have found (166-70). They call it: “The pitfall to avoid at all costs.”

Goldstein, Norm, ed. *The Associated Press Stylebook and Briefing on Media Law*. New York: Perseus Books, 2000.

Revised and updated in 2000, this version contains a 40-page section on media law, guides for punctuation and bibliographies, and specialized glossaries for business and sports writing, all in addition to its 280-page generalized stylebook. It’s been called “the bible of the newspaper industry.”

Hacker, Diana. *A Writer’s Reference*. 4th edition. Boston: Bedford/St. Martin’s, 1999.

Although it presents the MLA system of documentation (we follow Turabian), *A Writer’s Reference* is packed with good information about Composition and Style, Correctness, and Format and Basic Grammar. It includes a section on “Trouble spots” for people for whom English is a second language (ESL). You may also want to check out the sections “Research Writing” (tips on tracking down relevant Internet sources and search engines as well as on integrating research into your text) and “Effective Sentences” (shun the dangling modifier!).

Kirkland, James W., and Collett B. Dilworth, Jr. *Concise English Handbook*. 3rd ed. Lexington, MA: D. C. Heath and Company, 1994.

Covers all the topics you need to know for writing well. Find out finally when to use a semicolon!

Li, Xia *Electronic Styles: A Handbook for Citing Electronic Information*. Medford, NJ: Information Today, 1996.

Strunk, William and White, E. B. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 2000. (In paper)

This little classic, first written in 1935, contains chapters on elementary rules of usage, principles of composition, formation of style, matters of form, and words and expressions commonly misused in writing. White is the author of that great tale of friendship, *Charlotte’s Web*.

²³ Obviously things were different for the authors of the Synoptic Gospels, Matthew and Luke, when they used Mark and Q.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996. In paper.

This book, first published in 1937, contains all the information on the mechanics of a term paper: capitalization, footnotes, spelling, punctuation, bibliographies, typing, etc. It is the basic reference work on the subject, and we follow it as our guide for all research papers and essays.

Walker, Janice R., and Todd Taylor. *The Columbia Guide to Online Style*. New York: Columbia University Press, 1998.

The most recent addition to the growing number of handbooks for citation and production of electronic documents. Includes a glossary of cyberspace terms (including: “**MUD, Object-Oriented See MOO**” [I am not making this up]) and lots of information on using and creating cyber references.