



Style Guide

for

Academic Writing



Style Guide for Academic Writing

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Version 1.1 January 5, 2022

Authority of this Style Guide: The Teleo University Style Guide is adapted from the Modern Language Association (MLA) Handbook 9th Edition. This version and date of this guide supersede all previous editions of the Teleo University Style Guide.

Writing Academic Papers

The faculty have created a brief list of suggestions to improve student academic writing style. From among the many valuable resources for improved writing style the most basic and concise resource to follow is *The Elements of Style*, by William Strunk, Jr., and E. B. White. (Third Edition: published by Macmillan, 1979).

1. What is an Academic Style?

Academic writing is different from other writing. It is a formal style of writing used in universities and scholarly publications. LibGuides at the University of Hull in Yorkshire, England suggests seven things that will help students obtain an academic tone in their writing.

- **First, Use Formal Language.** Avoid writing in the way you speak. They suggest avoiding the three Cs:
 - **Contractions** (won't, isn't, can't, etc.)
 - **Clichés** (expressions that are trite, worn-out, and overused: time flies, more than meets the eye, the bottom line, etc.)
 - **Colloquialisms** (popular expressions used in casual language: life's short, loads of, he's a flake, that's cool etc.).Also, try to use more formal words for some commonly used spoken words. For example, use 'quotation' rather than 'quote', 'many' rather than 'lots of' and 'obtain', 'acquire' or 'become' instead of 'get'."
- **Second, Use Cautious Rather Than Definite Statements.** Use guarded words like "this suggests" or "may indicate" rather than writing the definite statement, "this proves." Also, avoid over generalizations in your writing.
- **Third, Be Clear.** Use a logical structure in your essay, report or chapter. Use shorter sentences to add clarity. Academic writing does not require long, complex sentences.
- **Fourth, Back Your Points with Evidence.** When you make a point in academic writing you need to back up that point by evidence from reliable sources. Use authoritative books, articles, and reports. Or describe results you have observed or experienced in your field work.
- **Fifth, Give a Balanced Viewpoint.** When you include alternative viewpoints in your writing your readers will see that you have looked at your subject from different perspectives and read varied sources.
- **Sixth, Be Objective.** Keep your wording impersonal. Avoid attempting to persuade your reader with overly emotional words like horrendous, amazing, or dreadful.
- **Seventh, Admit Limitations.** You will be working with limitations of time, research resources, scope of study and more. Clearly acknowledge the limits of your written work (LibGuides, <https://libguides.hull.ac.uk/writing/style>).

2. Things to Avoid When Writing

- **Avoid...single sentence paragraphs.** A good paragraph should communicate one clear idea using at least three sentences. You should include a topic sentence, supporting sentences, and a closing or transition sentence.
- **Avoid...use person pronouns.** Use the personal pronoun "I" only when necessary. Because you are reporting on a ministry project you will be required to use personal pronouns more often than found in a research thesis or dissertation. Use "we" when it

refers to a specific group of people of which you are a member. Finally, do not use “you” to directly address the reader.

- **Avoid...the use of exclamation marks.** Allow your writing to communicate emphasis rather than using an exclamation mark. Include them only when part of a quotation.
 - **Avoid...the use of contractions.** In academic writing always spell out contractions as separate words. Examples: don’t, do not.
 - **Avoid...Firstly, Secondly, Thirdly, etc.** Instead, use First, Second, Third.
 - **Avoid... use of the phrase, “The Author.”** In reflective doctoral papers (especially for Core 1 and Core 3), or for the more personal portions of your doctoral project (chapters 4 and 5 and portions of 1), use “I” or “me” (sparingly). Avoid use of “the author” as it is artificial. The reader knows who “the author” is.
 - **Avoid...beginning sentences with “This” or “It.”** Work on identifying the antecedent so as to clearly and specifically identify to what or to whom you are referring. You don’t want to leave your reader asking, “What?” or “Who?”
 - **Avoid...overuse of the word “today.”** “Christians today need” could be simply “Christians need” or “Contemporary Christians need.”
 - **Avoid...using “bold type” for emphasis.** Reserve Bold for the appropriate headings and sub-heading.
 - **Avoid...italicizing words for emphasis.** Do italicize titles of books, journals, etc. when citing sources.
 - **Avoid...overuse of parenthesis.** Use commons for parenthetical phrases.
 - **Avoid...Long and run-on sentences.**
3. **English Variations (British or American)** There are many differences in the types of English language used throughout the world. Telemachus University is based in the United States of America. Therefore, the default English will be American. However, because we encourage students to use Grammarly software you are free to choose one of the following four variations supported by Grammarly: American, British, Canadian, or New Zealand/Australian. You must, however, consistently use the selected English variation throughout your Ministry Project thesis.

If you compare British and American English, you will find spelling differences that concern vowels, double letters, and suffixes such as -ize/-ise or -yze/-yse. Australian and New Zealand English tend to follow the same conventions as British English. Canadian English often uses the spellings found in British English, but occasionally uses variants that appear in American English, too (<https://www.grammarly.com/blog/how-to-switch-dialects/>)

- **American:** I didn’t **realize** your **favorite color** is green.
 - **British:** I didn’t **realise** your **favourite colour** is green.
 - **Canadian:** I didn’t **realize** your **favourite colour** is green.
 - **New Zealand/Australian:** I didn’t **realise** your **favourite colour** is green.
4. **Abbreviations of Bible Books** – In the text of your paper do not abbreviate the Bible book name. However, do so in the parenthetical citation. See Appendix B for MLA recommended abbreviations for books of the Bible.
5. **Capitalization** – See Appendix C for recommended capitalizations of important and frequently used words.

Typing and Proofing

Assistance in Typing and Proofing

1. **Use standard word processing software.** Word processing software makes updates and edits easy and avoids the need to print the drafts multiple times during writing and editing. Be sure to save your work to a thumb drive, storage card, internet cloud or disk. Save your work often and date the electronic files so that you know you are working with the latest version of your work. Occasionally print a hard copy of your work as well.
 - **Word Ministry Project Templates.** Students are encouraged to download and use report, thesis, and doctoral dissertation templates provided at the Teleo University website.
2. **Use a Typist if needed.** You may need to find a volunteer or employ a typist who can take your handwritten manuscript and put it into word processing software. The student must cover all expenses incurred for this. You need to instruct your typist to make spelling or grammatical corrections or to type only what you have written. Be sure your typist is aware of the Modern Language Association (MLA) style guidelines.
3. **Grammarly.** There is a spelling and grammar software that you will be **REQUIRED** to use if you do not hire a professional editor to review your thesis or dissertation. Grammarly has a **FREE** version that will greatly assist you or you may choose to purchase a subscription to during the final stages of writing and editing. Do not accept every suggested change provided by Grammarly or other editing software. You are ultimately responsible to ensure that your document communicates clearly and correctly.
4. **Other Proofing Software.** Students have the advantage of proofing software to help check spelling and grammar because of typing their papers using word processing software. Microsoft Word has an excellent “Editor” feature that will provide spelling, grammar and writing suggestions. There are also many software programs available for purchase. Grammarly Premium is the first you may wish to consider. There are writing suggestions and a plagiarism check with citation suggestions to help students avoid making citation mistakes.
5. **Proofing.** Software is not a substitute for a human proofing your paper. Your document must be free of grammatical, spelling, citation and typographical errors. It is not the responsibility of the faculty adviser and your defense committee to proofread your document. Therefore, it is recommended that you have someone other than yourself proofread your thesis or dissertation.

Avoiding Plagiarism

Most cases of plagiarism can be avoided by citing sources. A citation is the reference to a source, a book, paper, or author, etc., acknowledging that certain material has been borrowed and providing your readers with the information necessary to find that source. Citing sources is usually enough to prevent plagiarism.

Avoiding Plagiarism

1. **Plagiarism.** Presenting the ideas or work of another as if they were your own or without giving credit and citing the source is plagiarism. If you present a thesis or dissertation that includes plagiarism you risk being expelled from the program without the opportunity to complete your degree. For further explanation on plagiarism read the following outline published May 18, 2017, by the website, plagiarism.org.

What is Plagiarism?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to United States law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

The most common types of plagiarism to avoid are:

- **Paraphrasing plagiarism** – rephrasing someone else's ideas without citation. This is the most common form of plagiarism. Paraphrasing is not plagiarism as long as you cite your sources. Unless the specific idea is common knowledge, you must cite the source if you paraphrase just as you would with a direct quote.
- **Direct or verbatim plagiarism** – directly copying a passage of text without citation. If you use another person's work word for word or even delete or change a few words, but do so without attribution or quotation marks you have committed direct plagiarism. This form of plagiarism is easily identified by plagiarism software detection programs.
- **Mosaic or patchwork plagiarism** – combining text and ideas from various sources without citation. Here a student may draw on different sources using direct and paraphrase plagiarism to create a new text that retains many of the same words and structures of the original but without citation of the sources.
- **Accidental plagiarism or incorrect citations** – not citing correctly, failing to cite a source, or not providing all the necessary information in your source citation.

All the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit

- failing to put a quotation in quotation marks
 - giving incorrect information about the source of a quotation
 - changing words but copying the sentence structure of a source without giving credit
2. **Plagiarism Software Detection.** To uphold the academic integrity of our institution we will review all thesis and dissertations for plagiarism using software programs designed to detect plagiarism. Turnitin.com and Grammarly are two such programs. Grammarly, for instance, checks for plagiarism against over 8 billion web pages. Turnitin.com assists in identifying similarities between the student's work and Internet sources and academic databases.

MLA Quick Citation Guide

Citing sources is required in research papers, thesis, and dissertations. To avoid plagiarism it is critical to cite the sources used in your writing. Teleo University uses the Modern Language Association (MLA) system of citation. The student should cite sources based on the current MLA Handbook or the citation and MLA style guide currently posted at the Purdue University Online Writing Lab known as “OWL” (owl.purdue.edu/owl/).

Modified MLA Parenthetical Citation Style

The Modern Language Association (MLA) establishes values for acknowledging sources used in a research paper. MLA citation style uses a simple two-part parenthetical documentation system for citing sources: citations in the text of a paper point to the alphabetical Works Cited list that appears at the end of the paper. Together, these references identify and credit the sources used in the paper and allow others to access and retrieve this material. Below, is an introduction to parenthetical citations within the text of your writing and guidelines on preparing the required “Works Cited” section. This MLA Quick Citation Guide is based on the MLA (Modern Language Association) Style, 8th edition (2016) of the MLA Handbook and the online explanations of the handbook at owl.purdue.edu/owl and the Penn State University (guides.libraries.psu.edu/mlacitation). Visit <https://style.mla.org/> for further information on MLA guidelines. **Citation formatting guidelines will update as MLA editions change. Follow the current MLA formatting and citation guidelines at the time you write your paper or use the following MLA Quick Citation Guide.**

General Guidelines for Parenthetical In-Text Citation of Sources

In MLA style, writers place references to sources in the paper to briefly identify them and enable readers to find them in the Works Cited list. These parenthetical references should be kept as brief and as clear as possible. Usually, the simplest way to do this is to put the source information in parentheses at the end of the sentence just before the period.

- Give only the information needed to identify a source. Usually the author's last name and a page reference suffice.
- Place the parenthetical reference as close as possible to its source. Insert the parenthetical reference where a pause would naturally occur, preferably at the end of a sentence.
- Information in the parenthesis should complement, not repeat, information given in the text. If you include an author's name in a sentence, you do not need to repeat it in your parenthetical statement.
- The parenthetical reference should precede the punctuation mark that concludes the sentence, clause, or phrase that contains the cited material.
- Electronic and online sources are cited just like print resources in parenthetical references. If an online source lacks page numbers, omit numbers from the parenthetical references. If an online source includes fixed page numbers or section numbering, such as numbering of paragraphs, cite the relevant numbers.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text must be the first thing that appears on the left-hand margin of the corresponding entry on the Works Cited page.

Examples of Common In-Text Citations:

| | |
|---|---|
| Author's name in-text | Dover has expressed this concern (118-21). |
| Author's name in reference | This concern has been expressed (Dover 118-21). |
| Two authors of a work | Davis and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9). The authors claim that surface reading looks at what is “evident, perceptible, apprehensible in texts” (Best and Marcus 9). |
| Three or more authors of a work | According to Franck et al., “Current agricultural policies...poor health of Americans” (327). The authors claim that one cause of obesity in the United States is government-funded farm subsidies (Franck et al. 327). |
| Two locations cited within a work | Williams alludes to this premise (136-39, 145). |
| Two works cited, separated by a ; | Research shows that listening to a particular accent improves comprehension of accented speech in general (Gass and Varonis 143; Thomas 24). |
| References to volumes and pages | (Wilson 2:1-18) |
| References to an entire volume | (Henderson, vol. 3) |
| In-text reference to an entire volume | In volume 3, Henderson suggests |
| Corporate authors | When a source has a corporate author, use the name of the corporation followed by the page number for the in-text citation. Example: (United Nations, Economic Commission for Africa 51-63) |
| Works with no known author | Use a shortened title of the work instead of an author name. Place the title in quotation marks if it is a short work (such as an article) or italicize it if it is a longer work (e.g., books, entire web sites) and provide a page number if it is available. If abbreviating a title, omit initial articles and begin with the word by which it is alphabetized in the Works Cited list. Example: as stated by the presidential commission (<i>Report</i> 4). |
| Online source with numbered paragraphs | (Fox, pars. 4-5) |

Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you are using (and underline or italicize the title), as each version varies in its translation, followed by book (do not italicize or underline), chapter, and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (*English Standard Version*, Ezek. 1.5-10).

If future references employ the same edition of the Bible you are using, list only the book, chapter, and verse in the parenthetical citation:

John of Patmos echoes this passage when describing his vision (Rev. 4.6-8).

Citing multiple works by the same author

If you cite more than one work by an author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

Murray has argued that computers are not useful tools for small children (*Too Soon* 38), though he has acknowledged elsewhere that "early exposure to computer games does lead to better small motor skill development in a child's second and third year" ("Hand-Eye Development" 17).

Citing authors with the same last name

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citation for long quotations

For quotations that are more than four lines of prose or three lines of verse, display quotations as an indented block of text and omit quotation marks. Place your parenthetical citation at the end of the block of text, after the final punctuation mark.

In addition to awareness-raising, practicing listening to accented speech has been shown to improve listening comprehension. This article recommends developing listening training programs for library faculty and staff, based on research from the linguistics and language teaching fields. Even brief exposure to accented speech can

help listeners improve their comprehension, thereby improving the level of service to international patrons. (O'Malley 19)

General Guidelines for Creating the Works Cited List

References cited in the text of a research paper must appear at the end of the paper in a Works Cited list or bibliography. This list provides the information necessary to identify and retrieve each source that specifically supports your research.

- Arrange entries in alphabetical order by authors' last names (surnames), or by title for sources without authors.
- Cite T-Net Tier 1 and Tier 2 manuals using the citations found in Appendix A of this Guide.
- Capitalize the first word and all other principal words of the titles and subtitles of cited works listed. (Do not capitalize articles, prepositions, coordinating conjunctions, or the "to" in infinitives.)
- Shorten the publisher's name; for example, omit articles, business abbreviations (Co., Inc.), and descriptive words (Press, Publisher).
- Use the conjunction "and," not an ampersand [&], when listing multiple authors of a single work.
- **Italics:** Choose a font in which the italic style contrasts clearly with the regular style.
- **Double-spaced:** All entries should be double-spaced.
- **Indentation:** Align the first line of the entry flush with the left margin and indent all subsequent lines (5 spaces) to form a "hanging indent."
- **Pagination:** Do not use the abbreviations **p.** or **pp.** to designate page numbers.

Core Elements for Works Cited MLA Citations

This guide contains examples of common citation formats in MLA (Modern Language Association) Style, based on the 8th edition (2016) of the MLA Handbook. The 8th edition of the MLA Handbook recommends using the following core elements in every citation. If elements are missing from the source, they should be omitted from the citation.

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date.
9. Location.

For online sources:

- Include the URL (without http:// or https://). Angle brackets are not used around it.
- Use DOIs (digital object identifiers) when possible.
- Citing the date when an online work was consulted is optional.
- Placeholders for unknown information like n.d. ("no date") are **no longer used**.

An Explanation of Each Core Element

1. Author.

- Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work.
- When a work is published without an author's name, do not list the author as "Anonymous." Instead, skip the author element and begin the entry with the work's title.
- When a work is published by an organization that is also its author, begin the entry with the title, skipping the author element, and list the organization only as publisher.

2. Title of Source.

- Titles are given in the entry in full exactly as they are found in the source. A subtitle is included after the main title separated by a colon.
- Italicize the title if the work is independent; in quotation marks if the work is part of a larger work (container).

3. Title of Container,

- When the source being documented forms a part of a larger whole, the larger whole can be thought of as a container that holds the source. The container is crucial to the identification of the source. The title of the container is normally italicized and is followed by a comma, since the information that comes next describes the container.
- The container may be a book that is a collection of essays, stories, poems, or other kinds of works.

Bazin, Patrick. "Toward Metareading." *The Future of the Book*, edited by Geoffrey Nunberg, U of California P, 1996, pp. 153-68.

- It may be a periodical (journal, magazine, newspaper), + Adding city to title of local newspaper: 2.6.1 which holds articles, creative writing, and so on.

Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200. Williams, Joy.

"Rogue Territory." *The New York Times Book Review*, 9 Nov. 2014, pp. 1+.

- Or a web site, which contains articles, postings, and almost any other sort of work.

Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, somanycbooksblog.com/2013/04/25/the-reading-brain-differences-between-digital-and-print/.

4. Other Contributors,

- In addition to the author, there may be other contributors to the source who should be credited, such as editors, illustrators, translators, etc. If their contributions are relevant to your research, or necessary to identify the source, include their names in your documentation. Note: In the eighth edition, terms like editor, illustrator, translator, etc., are no longer abbreviated.

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*. Translated by Richard Howard, Vintage-Random House, 1988.

Woolf, Virginia. *Jacob's Room*. Annotated and with an introduction by Vara Neverow, Harcourt, Inc., 2008.

5. Version,

- If a source is listed as an edition or version of a work, include it in your citation.

The Bible. Authorized King James Version, Oxford UP, 1998.

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed., Pearson, 2004.

6. Number,

- If a source is part of a numbered sequence, such as a multi-volume book or journal with both volume and issue numbers, those numbers must be listed in your citation.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal*, vol. 6, no. 2, 2008, www.socwork.net/sws/article/view/60/362. Accessed 20 May 2009.

Quintilian. *Institutio Oratoria*. Translated by H. E. Butler, vol. 2, Loeb-Harvard UP, 1980.

7. Publisher,

- The publisher produces or distributes the source to the public. If there is more than one publisher, and they are all relevant to your research, list them in your citation, separated by a forward slash (/).

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. The Artchive, www.artchive.com/artchive/K/klee/twittering_machine.jpg.html. Accessed May 2006.

Women's Health: Problems of the Digestive System. American College of Obstetricians and Gynecologists, 2006.

Daniels, Greg and Michael Schur, creators. *Parks and Recreation*. Deedle-Dee Productions and Universal Media Studios, 2015.

- Note: The publisher's name need not be included in the following sources: periodicals, works published by their author or editor, websites whose titles are the

same name as their publisher, websites that make works available but do not actually publish them (such as YouTube, WordPress, or JSTOR).

8. Publication Date

- The same source may have been published on more than one date, such as an online version of an original source. For example, a television series might have aired on a broadcast network on one date, but released on Netflix on a different date. When the source has more than one date, it is sufficient to use the date that is most relevant to your writing. If you are unsure about which date to use, go with the date of the source's original publication.
- In the following example, Mutant Enemy is the primary production company, and "Hush" was released in 1999. Below is a general citation for this television episode:

"Hush." Buffy the Vampire Slayer, created by Joss Whedon, performance by Sarah

Michelle Gellar, season 4, Mutant Enemy, 1999.

- However, if you are discussing, for example, the historical context in which the episode originally aired, you should cite the full date. Because you are specifying the date of airing, you would then use Warner Brothers Television Network (rather than Mutant Enemy), because it was the network (rather than the production company) that aired the episode on the date you are citing.

"Hush." Buffy the Vampire Slayer, created by Joss Whedon, performance by Sarah

Michelle Gellar, season 4, episode 10, WB Television Network, 14 Dec. 1999.

9. Location.

- You should be as specific as possible in identifying a work's location.
- An essay in a book or an article in a journal should include page numbers.

Adiche, Chimamanda Ngozi. "On Monday of Last Week." *The Thing around Your*

Neck, Alfred A. Knopf, 2009, pp. 74-94.

- The location of an online work should include a URL. Remove any "http://" or "https://" tag from the beginning of the URL.

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases*, vol. 6, no. 6, 2000, pp. 595-600, wwwnc.cdc.gov/eid/article/6/6/00-0607_article. Accessed 8 Feb. 2009.

- For online sources:
 - Include the URL (without http:// or https://). Angle brackets are not used around it.
 - Use DOIs (digital object identifiers) when possible.
 - Placeholders for unknown information like n.d. ("no date") are **no longer used**.

10. Optional Elements

The eighth edition is designed to be as streamlined as possible. Include any information that helps readers easily identify the source, without including unnecessary information that may be distracting. The following is a list of optional elements that can be included in a documented source at the writer's discretion.

- **Date of original publication:** If a source has been published on more than one date, the writer may want to include both dates if it will provide the reader with necessary or helpful information.

Erdrich, Louise. *Love Medicine*. 1984. Perennial-Harper, 1993.

- **City of publication:** The seventh edition handbook required the city in which a publisher is located, but the eighth edition states that this is only necessary in particular instances, such as in a work published before 1900. Since pre-1900 works were usually associated with the city in which they were published, your documentation may substitute the city name for the publisher's name.

Thoreau, Henry David. *Excursions*. Boston, 1863.

- **Date of access:** When you cite an online source, the MLA Handbook recommends including a date of access on which you accessed the material, since an online work may change or move at any time.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who*

Make Websites, 16 Aug. 2002, alistapart.com/article/writeliving. Accessed 4 May 2009.

Sample Entries: Books, Articles, Web Sources, Etc.

Entries in the works cited list are created using the MLA core elements—facts common to most sources, like author, title, and publication date. To use the template, evaluate the work you are citing to see which elements apply to the source. Then, list each element relevant to your source in the order given on the template.

Print book

Mantel, Hilary. *Wolf Hall*. Picador, 2010.

Book by a corporate or organization author

American Medical Association. *American Medical Association Family Medical Guide*, 4th edition, Wiley, 2004.

Book by an unknown author

Beowulf. Translated by Alan Sullivan and Timothy Murphy, edited by Sarah Anderson, Pearson, 2004.

An edited book

Sánchez Prado, Ignacio M., editor. *Mexican Literature in Theory*. Bloomsbury, 2018.

Article or chapter within an edited book

Winne, Philip H. "Self-regulated Learning Viewed from Models of Information Processing."

Self-regulated Learning and Academic Achievement, edited by Barry J. Zimmerman
and Dale H. Schunk, Lawrence Erlbaum Associates, 2001, pp. 153-190.

Translation

Tolstoy, Leo. *War and Peace*. Translated by Anthony Briggs, Viking, 2006.

E-Reader book (such as Kindle)

Tetlock, Phillip E., and Dan Gardner. *Superforecasting: The Art and Science of Prediction*.

Kindle edition, Crown, 2015.

Article on a website

Deresiewicz, William. "The Death of the Artist—and the Birth of the Creative Entrepreneur."

The Atlantic, 28 Dec. 2014, theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist-and-the-birth-of-the-creative-entrepreneur/383497/.

Book on a website

Poe, Edgar Allan. "The Masque of the Red Death." *The Complete Works of Edgar Allan Poe*,

edited by James A. Harrison, vol. 4, Thomas Y. Crowell, 1902, pp. 250-58.

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Formatting

General Formatting Requirements

The following is a list of basic formatting instructions:

1. Thesis and project reports must be typed, double-spaced on 8-1/2 x 11-inch with one inch margins on the top, bottom, and both sides. The left margin may be placed at 1.5 inches to ensure room for binding.
2. The size of the text font should be 12-point Times New Roman or a similar font that is an easily readable typeface (e.g., Century Schoolbook, or Palatino Linotype) in which the regular style contrasts clearly with the italic.
3. The parenthetical citations must be placed directly following or as close as possible to the material summarized or quoted.
4. The paper must only have the left margin justified. The right margin must always be ragged edge. In other words, the paper must not have fully-justified margins.
5. The paper must use the centered headers and left margin sub-header formatting as described below.

Sample Formatting for Headers and Sub-Headers

The pages illustrate the correct formatting for a thesis or reports. You will see that all text is double-spaced, paragraphs are indented five spaces, and margins are one inch top, bottom, and sides.

PART ONE: SECTION HEADER TITLE

CHAPTER 1

CHAPTER TITLE

Major Topic Headers in the Text are Centered (Sub-header Level 1: Title Case)

Sub-headings are Placed on the Left Margin (Sub-header Level 2: Title Case)

Bold and placed at the start of a paragraph. (Sub-header Level 3: Sentence case.)

Bold and placed at the start of a paragraph. (Sub-header Level 3: Sentence case.)

Sample of Sub-header Levels 2 and 3

Discipleship: Establishing New Believers

Christian leaders have recognized the importance of spiritual formation for new believers and have acknowledged that the church must greatly improve in the area of new Christian follow-up (Mead 50-51; Moyer 348). None has stated as clearly as Wesley, “How dare you lead people to Christ without providing adequate opportunity for growth and nurture. Anything else is simply begetting children for the murderer” (qtd. in Merrill 39). Three basic formats summarize the variety of ways that local churches have offered nurturing for new and growing Christians: classes, small groups, and one-on-one discipleship.

New believers’ class. Many congregations have had great success with a special class for new believers. Often this is a short class that is repeated several times a year, or it may simply be ongoing, and the lesson topics recycle every two or three months. The danger of the class format is that it can become too focused on academic content and curriculum rather than relationships (Coleman et al. 149-152; Merrill 46; Stutzman 63). The key to successful nurture of new believers is relationship (Stutzman 59). Warren states that “believers grow faster when you provide a track to grow on” (Purpose 335). He also acknowledges that Christians need relationships in order to grow and that believers develop best in the context of fellowship (338-339).

Small group and one-on-one discipleship. “Balanced discipleship takes place in the ongoing, nurturing environment of accountability provided by the cell group” (Slaughter 75). One of the most successful models of small group discipleship was that

Sample of a Numbered List

To qualify for this study, churches had to meet the following criteria:

1. Churches for this study were selected from the Portland, Oregon metropolitan area.
2. This study included only churches that hold to an orthodox position on the Trinity and Salvation by faith in Jesus Christ.
3. Churches selected for the study were required to have a minimum average of ten visitors per week. For larger churches, the number of visitors should have equaled approximately 1 percent of the average weekly worship attendance.
4. Participating churches were required to have reported a minimum of thirty conversions for the previous year. For larger churches, the total number of conversions reported had to equal at least 2 percent of Sunday worship attendance.
5. For those churches that promote church membership, a consideration for participation in this study was that at least 50 percent of the new members received in the past twelve months be formerly unchurched. However, this criterion had to be evaluated in light of the membership philosophy of each local church.
6. To qualify for this study, churches were required to demonstrate a minimum level of effectiveness in connecting adults into groups. The combined number of adults attending Christian education classes and small groups had to equal at least 25 percent of the weekend worship attendance.
7. Churches selected for this study were required to indicate that at least 10 percent of their congregation was involved in an identifiable ministry.
8. Finally, churches had to be willing and able to provide the data necessary to complete the study.

Sample Student Report with Works Cited (Following Pages)

Student Name

Trainer Name, Country

BT521 Finishing the Great Commission

Day Month Year (13 May 2019)

Targeted Area for Finishing the Great Commission

A one-page description of the area targeted for finishing the Great Commission followed by these three items: Training Center/Target Area Demographic Data Chart; Finishing the Great Commission in Your Region Worksheet; and Three-Year Goals Chart of the Strategic Objectives.

A one-page description of the area targeted for finishing the Great Commission followed by these three items: Training Center/Target Area Demographic Data Chart; Finishing the Great Commission in Your Region Worksheet; and Three-Year Goals Chart of the Strategic Objectives.

Sub-headings on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the level of degree you seek to earn—master’s degree or Doctor of Ministry.

Sub-headings on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the level of degree you seek to earn—master’s degree or Doctor of Ministry.

A one-page description of the area targeted for finishing the Great Commission followed by these three items: Training Center/Target Area Demographic Data Chart; Finishing the Great Commission in Your Region Worksheet; and Three-Year Goals Chart of the Strategic Objectives.

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standard format requirements.**

Sample Thesis Pages

The following is a list of the components that may be included in your thesis or dissertation. Samples of most of these pages are provided in this section. An electronic copy of these pages is available at My Teleo www.teleouniversity.org to assist you or your typist in meeting the standard format requirements in the 8.5 X 11 paper size.

Abstract (required: dissertation 150-350 words; thesis 100-150 words)

Approval Page (required)

Title Page (required)

Copyright Page (required)

Table of Contents (required)

List of Tables (only if needed)

List of Figures (only if needed)

Acknowledgments (optional)

***Body of Thesis/Dissertation** (divided into chapters)

Appendixes (required)

Works Cited (required)

Works Consulted (optional)

*For the body of the thesis or dissertation, use the chapters outlined in the curriculum for the Ministry Project Report or the five chapter research thesis option.

ABSTRACT

MISSIO DEI DETERMINES MISSIONES ECCLESIA: A STUDY ON THE MISSIONAL THEOLOGY AND PRACTICE AMONG IPC CHURCHES IN KOTTAYAM, KERALA, INDIA

by

Thomas Thoppil Varghese

The purpose of this study was to evaluate the current missional theology and practice of Pentecostal churches in Kottayam. The research primarily is to listen and study the definition of the mission of the God and the mission of the church that the Pentecostal churches in Kottayam are advocating. “Mission” is an important activity of the IPC churches in Kottayam. It is reflected in their mission statement as “supporting a missionary in a mission field” and is evident by the support they provide to fifty-three missionaries in north India. This view is frequently advocated in their common meetings and conferences.

This research revealed the definition the IPC churches have on the mission of God and the mission of the church. The reason for holding this definition is doctrinal and historical. The present definitions of *missio Dei* and mission of the church by IPC churches are action oriented and focus on the spiritual dimension only. The influence of the doctrine of *Parousia* and fear from society was an unexpected discovery. It led them to define mission as activity in the spiritual dimension and to be much less interested with the concerns of the society. Thorough information with regard to the patterns; and principles of a missional church is needed for the churches in Kottayam to be more effective within society.

An abstract is a concise review of a lengthy finished paper that inspires its readers to read the whole document on the topic. It aims to summarize the objective, subject-matter, methods, discussions, and conclusions of a paper. The total length of the abstract should be 100 to 250 words or one page or less double-spaced.

Text begins approximately
2 from top of page. All text
double spaced. Left margin
1.5 inches. Other margins
1 inch. No page number.

DISSERTATION APPROVAL

This is to certify that the dissertation entitled

MINISTRY MULTIPLICATION TO FINISH

THE GREAT COMMISSION IN GOMA, DRC

presented by

Student's Full Name

has been accepted toward fulfillment

of the requirements for the

DOCTOR OF MINISTRY degree at

Teleo University

Faculty Adviser

Date _____

First Reader

Date _____

Second Reader

Date _____

Academic Dean

Date _____

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THE GREAT COMMISSION IN GOMA, DRC

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Title in ALL CAPITAL LETTERS. Text begins approximately 2 from top of page and date is about 1.75 inches from the bottom of the page.

A Ministry Project
Presented to the Faculty of
Teleo University

Three double-spaced lines between each group of text.

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Ministry

By
Your Name
Month Year

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ACKNOWLEDGMENTS

I thank Dr. Dale E. Galloway, Dr. David Bauer, Dr. Harold Burgess, and Dr. Leslie Andrews of Asbury Theological Seminary for their guidance and encouragement. I thank my church family, Dr. Ray Cotton, and the pastoral staff and congregation of New Hope Community Church for their kindness and support through this process. I thank my secretary, Susan Nichols, for her help, and I especially appreciate the support, accountability, encouragement, and assistance of my congregational reflection group, Jerry Schmidt, Carl Buckle, Renee Carr, and Dave Vanasen, who met with me regularly during the fourteen months of research and writing. Dave Vanasen's assistance and encouragement was especially helpful.

I thank Dennis Blevins, Director of Mission Portland, for his partnership in this study of Portland area churches. I also thank the great churches of Portland that participated in this study. We are working together to see the transformation of our city through the love of our Savior Jesus Christ.

Finally, I express my deepest gratitude to my wife and children for their kindness in freeing me to complete this project. Their love, support, and understanding have been greatly appreciated during these many months of research and writing. I am grateful for all of those who have taken this journey with me.

PART THREE: PROJECT STRATEGY AND IMPLEMENTATION**CHAPTER 7****STRATEGY: GOALS AND PLANS****Overview of the Chapter**

Author's last name and page number is placed in the upper right .5 inches from the top beginning with Chapter 1.

Describe in detail the specific components of a new ministry strategy, informed by the previous theological analysis. Include the following: 1. The strategic objectives and goals. 2. The content of the strategy, demonstrating how it is contextually sensitive. 3. A description of the target populations where implementing the multiplication (incl. how chosen). 4. The people who will provide leadership and training. 5. How the people and process will be managed

The Strategic Objectives and Goals

Describe here the details of the strategy, objectives, goals and action plans you are using to multiply Great Commission ministry. You may find that you want to combine two headings into one section.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the level of degree you seek to earn—master's degree or Doctor of Ministry.

Sub-headings level 3 at the start of a paragraph. Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the level of degree you seek to earn—master's degree or Doctor of Ministry.

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The Content of the Strategy

The content of the strategy, demonstrating how it is contextually sensitive. Describe here the details of the strategy, objectives, goals and action plans in which you are using to multiply

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the level of degree you seek to earn—master’s degree or Doctor of Ministry.

Sub-heading Level 2 on Left Margin

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APPENDIX A

| Country or People Group Demographic Data | | |
|---|------------------------|--------------------|
| Country or People Group Described Below: _____ | | |
| Date Chart Complete (also indicate below the year and source of data): _____ | | |
| Data Topics | Data | Year/Source |
| Population | | |
| Ethnic Groups and Percentages (list the top 5 by percent of population) | | |
| #1 | Percent of population: | |
| #2 | Percent of population: | |
| #3 | Percent of population: | |
| #4 | Percent of population: | |
| #5 | Percent of population: | |
| Others: | | |
| Languages and Percentages (list the top 5 by percent of population) | | |
| #1 | Percent of population: | |
| #2 | Percent of population: | |
| #3 | Percent of population: | |
| #4 | Percent of population: | |
| #5 | Percent of population: | |
| Others: | | |
| Religions and Percentages (list the top 4 by percent of population) | | |
| #1 | Percent of population: | |
| #2 | Percent of population: | |
| #3 | Percent of population: | |
| #4 | Percent of population: | |
| Other Religions/Percentage: | | |
| Age of Population by Percentage of Total | | |
| • 0-14 years | Percent of population: | |
| • 15-24 years | Percent of population: | |
| • 25-54 years | Percent of population: | |
| • 55-64 years | Percent of population: | |
| • 65 years and over: | Percent of population: | |
| Urbanization: Percent of Total Population | | |
| Literacy: Percent of population age 15 and over who can read and write | | |
| Literacy: Percentage literate population | | |
| Inflation rate in the last 1-3 years | | |
| GDP (Gross Domestic Product) per capita <i>The value of all goods and services produced within a nation in a given year divided by the total population.</i> | | |
| Internet users: total/percent of population | | |
| Other: | | |

APPENDIX B

| Training Center/Target Area Demographic Data | | |
|---|------------------------|----------------------|
| Training Center/Target Area Location Described Below: _____ | | |
| Date Chart Complete (also indicate below the year and source of data): _____ | | |
| Data Topics | Data | Year / Source |
| Population | | |
| Ethnic Groups and Percentages (list the top 5 by percent of population) | | |
| #1 | Percent of population: | |
| #2 | Percent of population: | |
| #3 | Percent of population: | |
| #4 | Percent of population: | |
| #5 | Percent of population: | |
| Others: | | |
| Languages and Percentages (list the top 5 by percent of population) | | |
| #1 | Percent of population: | |
| #2 | Percent of population: | |
| #3 | Percent of population: | |
| #4 | Percent of population: | |
| #5 | Percent of population: | |
| Others: | | |
| Religions and Percentages (list the top 4 by percent of population) | | |
| #1 | Percent of population: | |
| #2 | Percent of population: | |
| #3 | Percent of population: | |
| #4 | Percent of population: | |
| Other Religions/Percentage: | | |
| Age of Population by Percentage of Total | | |
| • 0-14 years | Percent of population: | |
| • 15-24 years | Percent of population: | |
| • 25-54 years | Percent of population: | |
| • 55-64 years | Percent of population: | |
| • 65 years and over: | Percent of population: | |
| Urbanization: Percent of Total Population | | |
| Literacy: Percent of population age 15 and over who can read and write | | |
| Literacy: Percentage literate population | | |
| Inflation rate in the last 1-3 years | | |
| GDP (Gross Domestic Product) per capita <i>The value of all goods and services produced within a nation in a given year divided by the total population.</i> | | |
| Internet users: total/percent of population | | |
| Other: | | |

APPENDIX C

FINISHING THE GREAT COMMISSION IN YOUR REGION

What will it take to finish the Great Commission in your targeted region? Date completed: _____

1. Country Population – What is your total country population? _____
2. Regional Population – What is the total population in the targeted region? _____
3. Total number of disciple making churches needed in my region – You will need two disciple making churches (not just any church) with 50 attenders or one disciple making church of 100 for every 1000 persons in your region. Divide your total regional population by 1000 to know the minimum number of disciple making churches of 100 attenders is needed. Multiply this number times two to learn how many disciple making churches of 50 attenders is needed.

a. Regional Population _____ divided by 1000 = _____ churches of 100

b. Multiply _____ churches of 100 by 2 = _____ churches of 50 attenders

4. Total number of neighborhoods – Remember, our strategy states that for planning purposes, you may assume that every 500-1000 people in the area is equal to one neighborhood. For this exercise, we will say that a neighborhood has 1000 people. Based on the population of your region or target area, calculate the number of neighborhoods in which you will need 100 believers attending one or more disciple making churches. (The answer below should be the same as 3a above.)

Regional Population _____ divided by 1000 = _____ neighborhoods

5. Total number of revitalized churches – You can usually assume that only one out of five existing Protestant churches will be willing to be trained by T-Net. The rest of the needed disciple making churches must be planted! To calculate the number of churches your region can expect to revitalize through T-Net training, do the following:
 - a. Take the total # of Protestant evangelical churches in your region and divide by “5”
 - b. Total # of Protestant evangelical churches _____ divided by 5 = _____
6. Total number of church plants you will need in your region or targeted area – To calculate this, subtract the number of revitalized churches you will likely gain through T-Net training centers listed in number 5 above from the total number of disciple making churches of 100 listed in number 3a.

a. Total # of disciple making churches of 100 needed in region/target area (see 3a) _____

b. Subtract # of revitalized churches that will attend T-Net training (see 5b) _____

c. Total number of church plants you will need (subtract b from a): _____

Please note that church plants will likely be house churches or a network of house churches that will be much smaller than a church with an attendance of 100. We recommend you plan on planting churches of 50 persons. Therefore, to gain a more realistic idea of the total number of churches you will need to plant through outreach small groups double the number of church plants listed in letter 6c.

- Total church plants of 100 needed (6c): _____

- Multiplied by 2 = _____ (number of church plants of 50 persons needed)

APPENDIX D

GOALS: THREE-YEAR PROJECTIONS

Trainer/Team: _____

Country / Adopted Area: _____

Starting Date at CM-1: _____ Ending Date at CM-9: _____

| Explanations | Present level | 1 year goals | 2 year goals | 3 year goals |
|---|---------------|--------------|--------------|--------------|
| Strategic Objective #1: GC Training Saturation: Equip and empower willing local pastors to create a multiplying, disciple making, church planting, and revitalization movement in your adopted area. | | | | |
| Revitalize every willing church in your adopted area. Action Plan: Identify every local church in your area and recruit them to participate in a T-Net Training Center process. Mobilize T-Net students to recruit and train others also. _____ current # of churches in adopted area | | | | |
| # of churches in training centers | | | | |
| # of training centers | | | | |
| # of active trainers | | | | |
| # of pastors in training centers | | | | |
| Strategic Objective #2 Church Saturation: Fill every neighborhood with disciple making churches. | | | | |
| Plant new Disciple Making (DM) Churches until each neighborhood of 1000 has churches with at least 100 believers. Current # of identifiable neighborhoods or villages of 1000 or fewer people in the adopted area: _____ | | | | |
| # of new church plants (Outreach Discovery Bible Study) | | | | |
| Strategic Objective #3 Evangelism Saturation: Invite every person to receive Christ. | | | | |
| Current population in adopted area: _____ Current # of believers in DM churches: _____ | | | | |
| # of new converts added and attending DM churches | | | | |
| Strategic Objective #4 Disciple Making Saturation: Nurture every willing believer (new convert and church member) in an ongoing disciple making process. | | | | |
| # of church leaders being apprenticed to lead DM small groups | | | | |
| # leading DM groups | | | | |
| # of church members attending DM groups | | | | |
| Strategic Objective #5 GC Training Expansion: Take Project Zero to another region or country beyond your adopted area. | | | | |
| # of new "S" curves beyond our adopted area where we have launched T-Net centers in cooperation with the country leader and board | | | | |

APPENDIX E

RESULTS: A THREE-YEAR REPORT

Trainer/Team: _____

Country / Adopted Area: _____

Starting Date at CM-1: _____ Ending Date at CM-9: _____

| Explanations | Starting numbers | 1 year results | 2 year results | 3 year results |
|---|------------------|----------------|----------------|----------------|
| Strategic Objective #1: GC Training Saturation: Equip and empower willing local pastors to create a multiplying, disciple making, church planting, and revitalization movement in your adopted area. | | | | |
| Revitalize every willing church in your adopted area. Action Plan: Identify every local church in your area and recruit them to participate in a T-Net Training Center process. Mobilize T-Net students to recruit and train others also. _____ current # of churches in adopted area | | | | |
| # of churches in training centers | | | | |
| # of training centers | | | | |
| # of active trainers | | | | |
| # of pastors in training centers | | | | |
| Strategic Objective #2 Church Saturation: Fill every neighborhood with disciple making churches. | | | | |
| Plant new Disciple Making (DM) Churches until each neighborhood of 1000 has churches with at least 100 believers. Current # of identifiable neighborhoods or villages of 1000 or fewer people in the adopted area: _____ | | | | |
| # of new church plants (Outreach Discovery Bible Study) | | | | |
| Strategic Objective #3 Evangelism Saturation: Invite every person to receive Christ. | | | | |
| Current population in adopted area: _____ Current # of believers in DM churches: _____ | | | | |
| # of new converts added and attending DM churches | | | | |
| Strategic Objective #4 Disciple Making Saturation: Nurture every willing believer (new convert and church member) in an ongoing disciple making process. | | | | |
| # of church leaders being apprenticed to lead DM small groups | | | | |
| # leading DM groups | | | | |
| # of church members attending DM groups | | | | |
| Strategic Objective #5 GC Training Expansion: Take Project Zero to another region or country beyond your adopted area. | | | | |
| # of new "S" curves beyond our adopted area where we have launched T-Net centers in cooperation with the country leader and board | | | | |

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Appendix A

T-NET COURSE MANUALS WORKS CITED

T-Net International is both the author and publisher of all curriculum manuals, even though they were created by contributors who are subject matter experts. When citing one of the T-Net International curriculum manuals in your paper, use the abbreviated title provided below for your parenthetical citation. For the Course 1 Manual in Version 6, use (*Finishing* 85), *Finishing* represents the manual title, and 85 is the page number. Use the full course manual title as the first item for the Works Cited reference. The examples below follow citation guidelines from the Modern Language Association of America (MLA) Handbook 8th edition. For each course there is a suggested in-text citation followed by the full reference entry for the Works Cited page.

When a work is published by an organization that is also its author, begin the entry with the title, skipping the author element, and list the organization only as publisher.

T-Net Tier 1 Version 6

Course 1 Manual, Version 6 - In-text citation example (*Finishing* 85)

Finishing the Great Commission. Version 6.0. T-Net International, 2016.

Course 2 Manual, Version 6 - In-text citation (*A Manual for Training Church Planters* ##)

Manual for Training Church Planters to Finish the Great Commission. Version 6.0. T-Net International, 2016.

Course 3 Manual, Version 6 - In-text citation (*How to Teach Bible Study* ##)

How to Teach Bible Study Methods. Version 6.0. T-Net International, 2016.

Course 4 Manual, Version 6 - In-text citation (*Evangelism* ##)

Evangelism and Disciplemaking Training. Version 6.0. T-Net International, 2016.

Course 5 Manual, Version 6 - In-text citation (*Coaching Leaders* ##)

Coaching Leaders and Multiplying Ministry. Version 6.0. T-Net International, 2016.

Course 6 Manual, Version 6 - In-text citation (*Developing a Recipe* ##)

Developing a Recipe and Infrastructure for Disciplemaking. Version 6.0. T-Net International, 2016.

Course 7 Manual, Version 6 - In-text citation (*Developing Leaders* ##)

Developing Leaders and Launching Disciplemaking Ministries. Version 6.0. T-Net International, 2016.

Course 8 Manual, Version 6 (*Managing Disciplemaking ##*)

Managing Disciplemaking Ministries. Version 6.0. T-Net International, 2016.

Course 9 Manual, Version 6 - In-text citation (*How to Teach the Whole Bible ##*)

How to Teach the Whole Bible to Your Whole Congregation. Version 6.0. T-Net International, 2016.

Course 10 Manual, Version 6 - In-text citation (*How to Teach Bible Doctrine ##*)

How to Teach Bible Doctrine to Your Whole Congregation. Version 6.0. T-Net International, 2016.

T-Net Tier 1 Version 7

Course 1 Manual, Version 7 - In-text citation (*Finishing Ver 7 ##*)

Finishing the Great Commission. Version 7. T-Net International, 2020.

Course 2 Manual, Version 7 - In-text citation (*Apprenticing ##*)

Apprenticing Disciple Makers and Church Planters. Version 7. T-Net International, 2020.

Course 3 Manual, Version 7 - In-text citation (*Evangelism and World Religions ##*)

Evangelism and World Religions. Version 7. T-Net International, 2020.

Course 4 Manual, Version 7 - In-text citation (*Bible Study Methods ##*)

Bible Study Methods and Sermon Preparation. Version 7. T-Net International, 2020.

Course 5 Manual, Version 7 - In-text citation (*Coaching Leaders ##*)

Coaching Leaders and Multiplying Ministry. Version 7. T-Net International, 2020.

Course 6 Manual, Version 7 - In-text citation (*Foundations ##*)

Foundations for a Disciple Making Church. Version 7. T-Net International, 2020.

Course 7 Manual, Version 7 - In-text citation (*Developing Leaders ##*)

Developing Leaders and Launching Ministries. Version 7. T-Net International, 2020.

Course 8 Manual, Version 7 - In-text citation (*Managing ##*)

Managing and Multiplying Disciple Making Ministries. Version 7. T-Net International, 2020.

Course 9 Manual, Version 7 - In-text citation (*How to Teach the Whole Bible ##*)

How to Teach the Whole Bible to Your Whole Congregation. Version 7. T-Net International, 2020.

Course 10 Manual, Version 7 - In-text citation (*How to Teach Bible Doctrine ##*)

How to Teach Bible Doctrine to Your Congregation. Version 7. T-Net International, 2020.

T-Net Tier 2 Version 1 Course Manuals

Core Module MIN510 - In-text citation (*Reporting ##*)

Reporting and Data Management for Ministry Multiplication. T-Net International, 2015.

Core Module MIN511 - In-text citation (*Life and Ministry ##*)

Life and Ministry Development. T-Net International, 2015.

Core Module MIN521 - In-text citation (*Coaching ##*)

Coaching and Mentoring Leaders. T-Net International, 2015.

Core Module MIN522 - In-text citation (*Communication ##*)

Communication and Conflict Management. T-Net International, 2016.

Core Module MIN523 - In-text citation (*Supervision ##*)

Supervision and Accountability. T-Net International, 2016.

Core Module MIN524 - In-text citation (*Leadership Development ##*)

Leadership Development. T-Net International, 2016

Core Module MIN625 - In-text citation (*Strategic Planning ##*)

Strategic Planning. T-Net International, 2018.

Core Module MIN626 - In-text citation (*Personal ##*)

Personal Spiritual Development. T-Net International, 2017.

Core Module MIN627 - In-text citation (*Human Resource ##*)

Human Resource Management. T-Net International, 2017.

Core Module MIN628 - In-text citation (*Ethics ##*)

Ethics in Ministry and Partnerships. T-Net International, 2018.

Core Module MIN629 - In-text citation (*Final Tutorials ##*)

Final Tutorials for Ministry Multiplication. T-Net International, 2018.

T-Net Tier 2 Version 2 Course Manuals

CM1 - ML733 - In-text citation (*Disciple Making Church Saturation ##*)

Disciple Making Church Saturation. T-Net International, 2020.

CM2 – SF752 - In-text citation (*Life and Ministry ##*)

Life and Ministry Development. T-Net International, 2020.

CM3 – SF753 - In-text citation (*Mentoring ##*)

Mentoring Leaders for Effective and Ethical Ministry. T-Net International, 2020.

CM4 – PM745 - In-text citation (*Accountability ##*)

Accountability in Ministry. T-Net International, 2020.

CM5 – ML734 - In-text citation (*Effective ##*)

Effective Christian Leadership. T-Net International, 2020.

CM6 – PM746 - In-text citation (*Sustaining ##*)

Sustaining Strong Ministry Relationships. T-Net International, 2020.

CM7 – SF754 - In-text citation (*Personal Spiritual Development ##*)

Personal Spiritual Development. T-Net International, 2020.

CM8 – ML735 - In-text citation (*Equipping ##*)

Equipping God’s People for Effective Ministry. T-Net International, 2020.

Appendix B

ABBREVIATIONS

New Testament (NT) Abbreviations (MLA)

| Abbreviation: | Book: |
|----------------------|-------------------------------------|
| Acts | Acts |
| Apoc. | Apocalypse (also called Revelation) |
| Col. | Colossians |
| 1 Cor. | 1 Corinthians |
| 2 Cor. | 2 Corinthians |
| Eph. | Ephesians |
| Gal. | Galatians |
| Heb. | Hebrews |
| Jas. | James |
| John | John |
| 1 John | 1 John |
| 2 John | 2 John |
| 3 John | 3 John |
| Jude | Jude |
| Luke | Luke |
| Mark | Mark |
| Matt. | Matthew |
| 1 Pet. | 1 Peter |
| 2 Pet. | 2 Peter |
| Philem. | Philemon |
| Phil. | Philippians |
| Rev. | Revelation (also called Apocalypse) |
| Rom. | Romans |
| 1 Thess. | 1 Thessalonians |
| 2 Thess. | 2 Thessalonians |
| 1 Tim. | 1 Timothy |
| 2 Tim. | 2 Timothy |
| Tit. | Titus |

Hebrew Bible or Old Testament (OT) Abbreviations (MLA)

| Abbreviation: | Book: |
|----------------------|---|
| Amos | Amos |
| 1 Chron. | 1 Chronicles |
| 2 Chron. | 2 Chronicles |
| Dan. | Daniel |
| Deut. | Deuteronomy |
| Eccles. | Ecclesiastes |
| Esth. | Esther |
| Exod. | Exodus |
| Ezek. | Ezekiel |
| Ezra | Ezra |
| Gen. | Genesis |
| Hab. | Habakkuk |
| Hag. | Haggai |
| Hos. | Hosea |
| Isa. | Isaiah |
| Jer. | Jeremiah |
| Job | Job |
| Joel | Joel |
| Jon. | Jonah |
| Josh. | Joshua |
| Judg. | Judges |
| 1 Kings | 1 Kings |
| 2 Kings | 2 Kings |
| Lam. | Lamentations |
| Lev. | Leviticus |
| Mal. | Malachi |
| Mic. | Micah |
| Nah. | Nahum |
| Neh. | Nehemiah |
| Num. | Numbers |
| Obad. | Obadiah |
| Prov. | Proverbs |
| Ps. | Psalms |
| Ruth | Ruth |
| 1 Sam. | 1 Samuel |
| 2 Sam. | 2 Samuel |
| Song of Sol. | Song of Solomon (also called Song of Songs) |
| Song of Sg. | Song of Songs (also called Song of Solomon) |
| Zech. | Zechariah |
| Zeph. | Zephaniah |

Appendix C

CAPITALIZATION LIST

The following sources were referenced in compiling the following alphabetical capitalization list:

- Hudson, Robert. *The Christian Writer's Manual of Style*. Zondervan Academic. 2016.
- *Style Manual of the General Council of the Assemblies of God* (Springfield, MO), n.d.
- *School of Divinity Writing Guide, Appendix B: Capitalization Glossary*. Liberty University School of Divinity. 2014.
- For additional resource, see “Appendix A: Capitalization and Spelling Examples,” in *The SBL Handbook of Style: For Eastern, Near Eastern, Biblical, and Early Christian Studies* (Peabody, MA: Hendrickson, 1999), 154-65.

A

Abrahamic Covenant

AD (Latin abbreviation for “in the year of our Lord”) AD precedes single-year dates: AD 90

Adamic Covenant; Adamic nature

adversary (Satan)

Almighty, the (Deity) Almighty God

Antichrist (the person)

Apocrypha (but, apocryphal)

the Antichrist (the biblical Antichrist; many generic antichrists)

Apostle (when followed by a specific name such as Paul, Peter, etc.)

apostle(s) (when part of the title, such as Apostles’ Creed, the Twelve Apostles, the Twelve)

apostolic (except when part of a title, i.e., Apostolic Church, Apostolic Era)

ark (any reference)

Ascension, the (as a title for the specific biblical event; but, ascension of Jesus)

Atonement, Day of; Atonement, the (but, the atonement of Christ)

Authorized Version (King James)

B

BC (English abbreviation for “before Christ”) it comes after references to a year, century, or millennium: (496 – 406 BC) and only after the second date, not both.

Babylonian captivity

baptism (meaning in the Holy Spirit or in water)

beast (Antichrist)

Beatitudes

Bible, biblical, nonbiblical

Bible college (“a Bible college education.” But, “He went to Bangkok Bible College.”)

Bible study

bishop (unless part of a title, Bishop of Rome)

Blessed Hope

Blood, the (but, the blood of Christ)

Body (the Church, but, body of Christ)

Book (as in “the Book of Acts”)

Book of Life, the

Book of Revelation

Book, the (Bible)

born again

brother, (unless used as part of a title, Brother Andrew)

Bread of Life (Christ)
Bride – (the Church, but, bride of Christ)

C

Calvary
canon (unless used of the Bible, the Canon)
chapter (general term) but, Chapter 6 (specific chapter)
Catholic (but, catholic, meaning universal)
century, first (ninth, tenth, twentieth) hyphenate when modifying: twentieth-century
chapter (as in, chapter 5 of this project)
charismatic
chief priest(s)
Children of Israel (but, people of Israel)
Christ, Jesus (but, a false christ)
Christ Child
Christendom, Christianity
Christian
Christian education (but, Department of Christian Education)
Christlike
Christological
Christology
Christ's kingdom
church (a building or a local group, but as a title, Church of England)
Church Age
church and state
church fathers
City of David
clergy
Comforter (the Holy Spirit)
Communion (the ordinance of the Lord's Supper)
Council, Jerusalem, the Council (Jewish Council)
covenant (but Covenant: Old or New Covenant, Davidic, Abrahamic, etc.)
creation, the
Creator, the
cross, a (the wooden object)
Cross, the (but, the cross of Christ)
Crucifixion, the (when referring to Calvary in its total significance but, crucifixion of Jesus)

D

Davidic Covenant
Day of Atonement
Day of Judgment
Day of Pentecost
Day of the Lord
Decalogue (the Ten Commandments)
Deity (when used as a name for God; lowercase: deity pronouns, a deity, the deity of Christ)
devil, the (but, Satan)
Divine (only when referring to God, i.e., "the Divine")
divine, divinity
divine guidance
divine providence

E

Early Church

Easter, Easter Sunday

Eastern Orthodox, Orthodox

eleven, the (referring to the apostles)

end-time, end times, end-times event

Emmanuel, Immanuel, Emanuel (as a title for Jesus Christ)

Epistle (when used as the book's title: "Epistle to the Ephesians")

epistle (when not used as a title: "Paul wrote an epistle to the church at Ephesus")

Epistles, the (but, Pauline epistles)

evangelical (unless used as a title, the Evangelical Free Church of America)

Executive Presbytery (but executives, executive presbyters)

Exodus, the (and the Book of Exodus) (but, the exodus of the Israelites)

F

faith, the

Fall (of man, biblical event)

fall season

Father of Lies

Father, the (but, fatherhood of God)

Feast of Atonement

Feast of Ingathering

Feast of Passover (but, feast of the Passover)

Feast of Pentecost

Feast of Tabernacles

Feast of Unleavened Bread

Feast of Weeks

first Adam (but, Last Adam as in Jesus)

Flood, the

fruit of the Spirit

G

Garden of Eden, Garden of Gethsemane

Garden, the (Eden or Gethsemane)

general epistles

Gentile

Godhead

God is a Spirit (but, God is spirit)

God the Almighty

God's Law

God-life

Godlike

godly/godliness

God-Man

God's Word (when referring to the Bible, lowercase in reference to God's promise)

Golden Rule

good news (gospel)

good Samaritan

Good Shepherd, the

gospel (when referring to the evangelical message)

Gospel (one of the first four New Testament books)

Gospels (two or more of the first four New Testament books)

Great Commission, the

Great Tribulation, the
Great White Throne, the

H

heaven
Heavenly Father
hell
High Priest (for Jesus, otherwise lowercase)
Holy Bible
Holy City (New Jerusalem)
Holy Land
Holy One (God)
Holy of Holies
Holy Spirit

I

Immanuel
Incarnation, the (but, the incarnation of Christ)
Infinite, the (Deity)
internet, the
Islam, Islamic, Islamist
Israeli, Israelite

J

Jehovah (but, Yahweh is preferred)
Jerusalem Council
Jew, Jewish
John the Baptist
John the Beloved
Jordan River (but, river Jordan)
Judaism
Judeo-Christian
Judgment Seat (but, judgment seat of Christ)
Judgment, the
Judgment, the Great White Throne
Judgment, the Last

K

King James Version
King of Glory
King of Judah (Jesus)
king (of Judah): David was the king of Judah.
King of Kings or Lord of Lords
kingdom of, (in references to God's rule: kingdom of heaven, kingdom of Christ or "God's kingdom" or "Christ's kingdom")
Kingdom of Israel/Judah
Kinsman-Redeemer (Christ)
Koran

L

lake of fire
Lamb's Book of Life, the
land of Promise (but, Promised Land)

Last Adam (but, first Adam)
last days
Last Judgment, the
Last Supper
latter day
latter rain
Law (Pentateuch or the Ten Commandments; lowercase for any other reason)
Law of Moses
laws of God
Levitical
Light of the World (Deity)
Living Word (Deity)
Logos, the
Lord, the (referring to Deity)
Lord of hosts
Lord of Lords
Lord's Day
Lord's Prayer
Lord's Supper (Communion)
Lord's table
lordship of Christ, the

M

Maker, the (God)Man, the (Christ)
Marriage Supper of the Lamb
Mass
Master Teacher (Christ)
Master, the (Deity)
the Master (Jesus)
Mediator (Christ)
mercy seat
Messiah
messiahship
messianic
mercy seat
messiah, a
messiah, false
Messiah, the (Christ)
messiahship
messianic
Messianic Age
Middle Ages
Millennium, the (millennial when referring to a span of time; Millennial when referring to the
"Millennial generation.")
Mosaic Covenant
Mosaic Law
Most High (name of God)
most holy place

N

Name, the (but, name of Christ)
Nazarene (place of birth)
Nazarite, Nazirite (vow, person)

new birth
New Covenant
new earth
new heaven
New Jerusalem
New Testament Era
Nicene Creed
Nicene Fathers
nonbeliever
nonbiblical
non-Christian (but, unchristian)
Northern Kingdom (Israel)

O

Old Covenant
Old and New Testaments, the Old Testament Scriptures
One, the (Christ)
orthodox Christianity
Orthodox (as in Greek Orthodox, Russian Orthodox)

P

papal
parable, (parable of the prodigal son [and other parables] unless used as a title
paradise
Passover, the; Passover Feast (but, Passover supper)
Pastor (as in: Pastor Jones, but, Mr. Jones is a pastor.)
pastoral epistles
Pauline epistles (but, the Epistles)
Pentateuch
Pentecost, Pentecostal
people of Israel
Person (Deity; but, person of the Holy Spirit or the person and work of Christ)
Pharisee, Pharisaic, Pharisaical
plan of redemption
Pneuma (Holy Spirit)
pool of Bethesda
pope, the (unless used as part of a title, "Pope John, XXIII")
Post-Apostolic Church
Post-Nicene Period
post-Tribulation
posttest
preferred usage notation: predominantly instead of predominately
pre-Tribulation
pretest
Prince of Darkness
Prince of Peace
Prodigal Son, the; the Prodigal
Promise, land of
Promised Land
promised land of Canaan
Prophetic Books (of the Bible)
Protestant, Protestantism
Proverbs (always plural in citations Proverbs 3:12; Proverbs 31 or the book of Proverbs)

proverb (Lowercase “proverb” when used in a general sense: My favorite “proverb” is...)
Psalm (specific song or chapter in the Psalms—Psalm 1; but, this psalm)
psalmist (psalmist David)
the psalms (general reference)
Psalms (the biblical book)

R

rabbinic (except when referring to Rabbinic Hebrew)
rapture
Redeemer (Christ)
redemption, plan of
Reformation, the
resurrection (final resurrection of the dead)
Resurrection, the (but, the resurrection of Christ)
Revelation, Book of (The final book of the Christian Scriptures is Revelation (NIV), or The Book of Revelation (KJV) — not Revelations, or The Book of Revelations)
revelation of Christ
river Jordan (but, Jordan River)

S

sabbath (a time of rest)
sacraments
Sabbath, or Sabbath Day
Sacred Writings, the
Sadducee
salvation
Satan (but, satanic)
Savior (but, a savior)
scriptural
Scripture, a verse of
Scripture, the (synonym of Bible)
Scriptures
Second Coming, the (but, the second coming of Christ)
Septuagint
Sermon on the Mount
Seventy, the (the specific group Christ sent out two-by-two)
Shabbat (Hebrew for Sabbath)
Shepherd Psalm, the
Solomon’s Temple
Son of Man (Deity)
sonship of Christ, Jesus’ sonship
Southern Kingdom (Judah)
spirit (when referring to a person’s spirit)
Spirit of God, the
Spirit of Truth, the
Spirit, the (Holy Spirit)
Spirit-filled
Stoic(s) (member of the philosophy begun by Zeno)
stoic (an attitude)
Sunday school
Synoptics
Synoptic Gospels

T

tabernacle (not Tabernacle)

Talmud

temple, the (but, Solomon's Temple)

Ten Commandments (but, the first commandment)

Testament (Old or New Testaments)

Third Person of the Trinity

Third World or Majority World (referring to economically underdeveloped countries)

Throne of Grace

Transfiguration, the (but, the transfiguration of Christ)

tree of life

tribe of Judah

Tribulation, the (referring to the Great Tribulation period)

Trinity, the

Triumphal Entry

Twelve, the (but, twelve disciples)

Twelve Tribes (but, twelve tribes of Israel)

Twenty-third Psalm

U

unbiblical

unchristian (but, un-Christlike, non-Christian)

unscriptural

Upper Room

V

Virgin Mary (in reference to the mother of Jesus Christ)

virgin (lowercase it in references to such doctrines as the virgin birth, the virgin birth of Christ)

Vulgate

W

website

Winter, Spring, Summer, Fall

Wise Men (Magi)

Word of God (Bible)

Word, the (the Bible as a whole)

words of God

Written Word

Y

Yahweh