The University of Divinity observes the notes-bibliography style of referencing outlined in the latest edition of *The Chicago Manual of Style*. Rules and examples for commonly cited materials follow, and more complex referencing advice may be found in *The Chicago Manual of Style* online via the UD Library Hub.

When following the rule for notes or bibliography entries you should include all the punctuation, italics and spacing as they are set out here. Note that second and subsequent citations of a work are abbreviated in a specific way.

When preparing a Bibliography, sources should be presented on a separate page and listed in alphabetical order by Author Surname. Sources without an author should be listed before sources with authors.

For a guide to **formatting essays** see page 7. For a guide to **academic writing** see page 10.

---

**Book with one author**

Rule for notes

First name Surname, *Title of book in italics* (Place of publication: Publishers, Year published), page number, DOI or URL or electronic format if consulted online.

Example of note entry


Example of subsequent note entry

Kyung, *Struggling to be the Sun*, 144.

Rule for bibliography

Surname, First name. *Title of book in italics*. Place of publication: Publisher, Year published. DOI or URL or electronic format if consulted online.

Example of bibliography entry


If referencing *illustrations or tables* from a print publication, provide the type and number instead of the page reference. For example: fig.9 or table 4.4 or plate 7 or map 3.27. For more information see CMOS 14.158, https://www-chicagomanualofstyle-org.divinity.idm.oclc.org/book/ed17/part3/ch14/psec158.html

If referencing a *footnote* instead of text, provide the footnote number. For example: 72n, 80n. For more information see CMOS 14.157, https://www-chicagomanualofstyle-org.divinity.idm.oclc.org/book/ed17/part3/ch14/psec157.html


Book with two or three authors
Rule for notes
First name Surname and First name Surname, Title of book in italics (Place of publication: Publishers, Year published), page number.
Example of note entry
Example of subsequent note entry
Ashcroft, Devlin-Glass and McCredden, Intimate Horizons, 42.
Rule for bibliography
Surname, First name. Title of book in italics. Place of publication: Publisher, Year published.
Example of bibliography entry

For books written or edited by four or more authors, list all names in the bibliography, but in the note list only the first author and the abbreviation et al. For example: Lee Jones, et al.

Book with a translator and/or editor
Rule for notes
First name Surname, Title of book in italics, trans. and/or ed. First name Surname of translator and/or editor (Place of publication: Publisher, Year published), page number, DOI or URL if consulted online.
Example of note entry
Example of subsequent note entry
Mallon, Coptic Grammar, 302.
Rule for bibliography
Surname, First name. Title of book in italics. Translated and/or edited by First name Surname of translator or editor. Place of publication: Publisher, Year published. DOI or URL if consulted online.
Example of bibliography entry


**Chapter in a book with multiple authors or entry in an encyclopaedia**

Rule for notes
First name Surname of chapter author, “Title of Chapter in quotation marks,” in *Title of book in italics*, ed. First name Surname of editor (Place of publication: Publisher, Year published), page number, DOI or URL if consulted online.

Example of note entry

Example of subsequent note entry

Rule for bibliography
Surname, First name of chapter author. “Title of chapter in quotation marks.” In *Title of book in italics*, edited by First name Surname of editor, page range of the chapter. Place of publication: Publisher, Year published. DOI or URL if consulted online.

Example of bibliography entry


**Journal article**

Rule for notes
First name Surname, “Article title in quotation marks,” *Journal title in italics* Volume number, issue number (Month or season if available Year): page number, DOI or URL if consulted online.

Example of note entry

Example of subsequent note entry

Rule for bibliography
Surname, First name. “Article title in quotation marks.” *Journal title in italics* Volume number, issue number (Month or season if available Year): page range of full article. DOI or URL if consulted online.

Example of bibliography entry

**Website**

Rule for notes  
First name Surname of author if available, “Title of article,” Title of website, date of access or last modified, URL.

Example of note entry  

Example of subsequent note entry  
“Grammar – Writing Help.”

Rule for bibliography  
First name Surname of author if available. “Title of article.” Title of website. Date of access or last modified. URL.

Example of bibliography entry  


**Audiovisual recording**

Rule for notes  
First name Surname, role, “Title of performance,” date of performance, Publisher and format, URL.

Example of note entry  

Example of subsequent note entry  
Jetnil-Kijiner, “Dear Matafele Peinem”.

Rule for bibliography  
Surname, First name, role. “Title of performance,” date of performance. Publisher and format. URL.

Example of bibliography entry  


**Artwork in a gallery or on a website**

Rule for notes  
First name Surname of artist, “Title of work,” year in which work of art was produced, medium and dimensions, location of work, URL or place and date artwork was viewed in person.

Example of note entry  
Rule for bibliography
Surname, First name of artist. “Title of work.” Year in which work of art was produced. Medium and dimensions. Location of work. URL or place and date artwork was viewed in person.

Example of bibliography entry


Personal communication including unpublished interviews, conversation, email, text message
Rule for notes
First name Surname of interviewee, means of communication with the author, date of communication.

Example of note entry
Sr. Anna Gonzalez, interview with the author, August 2018.

Example of subsequent note entry
Gonzalez, interview.

Personal communications are usually not listed in the bibliography.


Ancient text
For referencing of ancient texts the University of Divinity observes the latest edition of the The SBL Handbook of Style. See chapter 8. Short references are given in text, using an abbreviated title with the translation or translator’s surname in square brackets. Full edition details are provided in the bibliography.

Rule for notes in text
(Author, Title in italics Number reference [Translator])

Example of note entry in text
(Justin, Apology 1.16 [ANCL])

For more information see The SBL Handbook of Style, chapter 8

Bible
For referencing of biblical texts the University of Divinity observes the latest edition of The SBL Handbook of Style available online via the UD Library Hub. The Society of Biblical Literature (SBL) has published a student supplement of the handbook in pdf format which is available for free download: https://www.sbl-site.org/assets/pdfs/pubs/SBLHSsupp2015-02.pdf. Biblical languages may be quoted in the original characters or in transliteration (see The SBL Handbook of Style for guidance). Short biblical references are given in text, using an abbreviated title. Semi-colons separate each biblical reference where multiple references are used. If the translation needs specifying, it is noted in abbreviated form.

Rule for notes in text
(Abbreviated book title Chapter:Verses in sequence separated by an en dash Translation if required)
Example of note entry in text
(Gal 5:22–23, 25; Jer 17:7–8 NRSV)

Commonly used abbreviations follow, but refer to SBL 8.3 for further detail.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch. / chs.</td>
<td>chapter / chapters</td>
</tr>
<tr>
<td>v. / vv.</td>
<td>verse / verses</td>
</tr>
<tr>
<td>LXX</td>
<td>Septuagint</td>
</tr>
<tr>
<td>MT</td>
<td>Masoretic Text</td>
</tr>
</tbody>
</table>

**Hebrew Bible/Old Testament**

<table>
<thead>
<tr>
<th>Book</th>
<th>New International Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen</td>
<td>Isaiah</td>
</tr>
<tr>
<td>Exod</td>
<td>Exodus</td>
</tr>
<tr>
<td>Lev</td>
<td>Leviticus</td>
</tr>
<tr>
<td>Num</td>
<td>Numbers</td>
</tr>
<tr>
<td>Deut</td>
<td>Deuteronomy</td>
</tr>
<tr>
<td>Josh</td>
<td>Joshua</td>
</tr>
<tr>
<td>Judg</td>
<td>Judges</td>
</tr>
<tr>
<td>Ruth</td>
<td>Ruth</td>
</tr>
<tr>
<td>1-2 Sam</td>
<td>1-2 Samuel</td>
</tr>
<tr>
<td>1-2 Kgdms</td>
<td>1-2 Kings (LXX)</td>
</tr>
<tr>
<td>1-2 Kgs</td>
<td>1-2 Kings</td>
</tr>
<tr>
<td>3-4 Kgdms</td>
<td>3-4 Kings (LXX)</td>
</tr>
<tr>
<td>1-2 Chr</td>
<td>1-2 Chronicles</td>
</tr>
<tr>
<td>Ezra</td>
<td>Ezra</td>
</tr>
<tr>
<td>Neh</td>
<td>Nehemiah</td>
</tr>
<tr>
<td>Esth</td>
<td>Esther</td>
</tr>
<tr>
<td>Job</td>
<td>Job</td>
</tr>
<tr>
<td>Ps/Pss</td>
<td>Psalms Prov</td>
</tr>
<tr>
<td>Eccl (or Qoh)</td>
<td>Ecclesiastes (or Song or (Cant)</td>
</tr>
</tbody>
</table>

**New Testament**

<table>
<thead>
<tr>
<th>Book</th>
<th>New International Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt</td>
<td>1-2 Thess</td>
</tr>
<tr>
<td>Mark</td>
<td>1-2 Thessalonians</td>
</tr>
<tr>
<td>Luke</td>
<td>1-2 Tim</td>
</tr>
<tr>
<td>John</td>
<td>Titus</td>
</tr>
<tr>
<td>Acts</td>
<td>Heb</td>
</tr>
<tr>
<td>Rom</td>
<td>Jas</td>
</tr>
<tr>
<td>1-2 Cor</td>
<td>1-2 Corinthians</td>
</tr>
<tr>
<td>Gal</td>
<td>1-2-3 John</td>
</tr>
<tr>
<td>Eph</td>
<td>Jude</td>
</tr>
<tr>
<td>Phil</td>
<td>Rev</td>
</tr>
<tr>
<td>Col</td>
<td>Colossians</td>
</tr>
</tbody>
</table>

**Deutero–canonical books**

<table>
<thead>
<tr>
<th>Book</th>
<th>New International Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar</td>
<td>Ep Jer</td>
</tr>
<tr>
<td>Add Dan</td>
<td>1-2 Macc</td>
</tr>
<tr>
<td>Pr Azar</td>
<td>1-2 Maccabees</td>
</tr>
<tr>
<td>Bel</td>
<td>1-2 Macc</td>
</tr>
<tr>
<td>Sg Three</td>
<td>3-4 Maccabees</td>
</tr>
<tr>
<td>Sus</td>
<td>Sir</td>
</tr>
<tr>
<td>1-2 Esd</td>
<td>Tob</td>
</tr>
<tr>
<td>Add Esth</td>
<td>Wis</td>
</tr>
</tbody>
</table>

Presenting Your Assignment: A Sample Essay

This sample essay explains and demonstrates the basic conventions for the presentation of academic work. It describes how to set up your page and how to use sub-headings, footnotes, quotations and other conventions.

Begin by setting up your page. You will need margins of at least 2.54 cm on all four sides of the page. Set your line spacing to 1.5 or double and your spelling to British English. Insert page numbers for ease of reference when discussing the work with your lecturer. The font must be easy to read: Times New Roman and Calibri are commonly chosen. Font size matters too: use twelve point for text and ten point for footnotes. You will not need a header or front page as Turnitin automatically records details of author, word count and assignment when it converts your word document, rtf or pdf into a format for marking.

Use paragraphs to arrange your ideas, with a topic sentence at the start of the paragraph to indicate the theme to the reader. When formatting, paragraphs should be aligned left. Begin each paragraph with an indent so that the paragraphs may be easily distinguished.

Headings and sub-headings

Did you notice that the heading at the top of the page was slightly larger and bold? The heading does not need to be stylish, but it is helpful to set it out from the main body of text. Sub-headings should be bold but not larger than the rest of the text. Use them only if they significantly improve reading and comprehending. In a short essay like this you may find that sub-headings impede fluency.

Add a footnote each time you refer to the work of another scholar, whether you quote directly, use the work as a source of information, or critically engage with its ideas.¹ When inserting a footnote, add a superscript numeral outside the quotation mark and after the punctuation.² The bibliography lists the sources in the footnotes. Exemplifying good practice, there is a bibliography on a separate page at the end of this essay and the references are listed in alphabetical order by author surname, as per the University’s guidelines and the latest edition of The Chicago Manual of Style. Chicago’s preference is to place punctuation before the end quotation marks even where it is not part of the quotation (…end,”). The University acknowledges that placing punctuation after the end quotation marks where the punctuation is not part of the quotation makes grammatical sense.

and has long been used in British English (…end”). Exercise your judgement, and be consistent with both text and references.

Quotations should be “reproduced exactly” in quotation marks.\(^3\) If you change the first letter or the tense of the verb, indicate this with square brackets so that, “[t]he sentence [is] not interrupted.”\(^4\) But, as illustrated, this practice does interrupt so keep it to a minimum by using shorter quotations instead. Use an ellipsis (…) to indicate words omitted. If you add emphasis with italics, acknowledge the emphasis as your own. Quotations of more than four lines are presented as an indented block, without quotation marks, and single-spaced. There is one other use of quotation marks to consider:

Quotation marks are often used to alert readers that a term is used in a nonstandard (or slang), ironic, or … special sense. Such scare quotes imply ‘This is not my term’ or ‘This is not how the term is usually applied.’ Like any such device, scare quotes lose their force and irritate readers if overused.\(^5\) [my emphasis]

Long quotations can add considerably to your word count, so use them sparingly.

Word counts have a tolerance of 10% above or below the total specified. The word count includes footnotes, but not the bibliography. Keep the word count down by writing concisely. Be direct!

There are many other conventions that are useful to know. Use italics for unfamiliar foreign terms, such as telenovelas, but familiar words such as agape and en route do not require such treatment. Dates follow the day-month-year pattern: 1 Jan 1901. Decades do not require apostrophes: 1920s. The word “its” (meaning belonging to it) does not require an apostrophe. Never use the word “it’s” (the contraction of “it is”) as contractions do not belong in formal academic writing. With the exception of dates, spell out numbers from zero to one hundred, multiples of a hundred, and numbers at the start of a sentence. Numbers such as 101 and 3.14159 may appear as numerals. For more details see The Chicago Manual of Style.

In conclusion, present your assignments clearly, formally and plainly. Allow your ideas to shine through!

\(^3\) Chicago Manual of Style, 13.7.
\(^4\) Shaw, Scholar’s Integrity, 42.
\(^5\) Chicago Manual of Style, 7.57.
Bibliography


Academic writing is a skill you can learn. There are techniques to be mastered in conveying meaning well and constructing essays. Academic writing observes formal conventions that are intended to facilitate considered and respectful in-depth discussion. This style guide provides advice to students undertaking studies at the University of Divinity and should be used alongside the Style Guide to Formatting and the Style Guide to Referencing.

Lecturers love **elegant scholarly writing**. They aspire to it themselves! Good writing is persuasive as well as a pleasure to read. It fixes the reader’s focus on the page with concrete nouns that speak to the senses, even when discussing abstract concepts. Readability is paramount, so strive for clarity, coherence and concision in an engaging style.

**Convey meaning with clarity.** One useful technique is to keep nouns and verbs together so that readers understand who is doing what in each sentence. The verse “Jesus wept” is a powerful and succinct example. If we separate the noun and verb, the sentence loses some of its force and readers must work to reconnect the noun and verb in their minds: “Jesus, on discovering the death of his friend Lazarus and witnessing the grief of others, especially Martha and Mary, wept.” Rather than cram all the information into one serpentine sentence with multiple sub-clauses, write a few sentences of varying length. Eloquent brevity is better than laboured constructions intended to impress. Jargon can obfuscate too. You need to know the specialised language of your chosen discipline and you should use it thoughtfully, but jargon-laden writing can tell the reader another story. It may suggest academic hubris and it rarely facilitates considered and respectful discussion.

**Avoid clutter.** Assessment word counts have a tolerance of 10% above or below the total specified including text and footnotes, but not the bibliography. Concision is required. Hedging statements, such as “I am inclined to think that possibly . . . ,” are common in polite conversation but are extraneous in academic writing. Get to the point! Likewise, generalisations take up space and contribute little. Focus instead on detail and significance. Overusing adjectives and adverbs can congest your writing too. Use them where required, though you may not need many if you choose your verbs well.

**Enliven your writing.** Consider how often you use “is,” “are,” “was,” “were” and other conjugations of the verb “to be.” Exchange a few for some more animated verbs. You may need to rephrase sentences to achieve this, but it will give your writing verve. Compare “Jan’s book is important” with “Jan’s book radiates importance.” The verb “radiates” tells the reader so much more. Varied, lively verbs will also help you avoid passive verb constructions that can deaden prose if overused. Passive verb constructions usually name the passive person or thing that is being acted upon and then combine a form of “to be” with a past tense verb: “Our neighbour is loved by us.” Active verb constructions are more direct and lively. They place the actor and the action up front: “We love our neighbour.” Using the first person “I” or “we” tends to keep your writing in the active voice too, and it implicitly acknowledges your subjectivity as a scholar.

**Read discerningly** in preparation for your assignments. When selecting secondary sources avail yourself of your lecturers’ wisdom, and when researching further keep in mind the four-fold criteria (with its memorable acronym): currency, reliability, authority and purpose or point of view. In a world awash with information and opinion, use only those sources that satisfy these selection criteria. Having assembled quality sources, examine each for argument, method and perspective. Be scrupulous in recording direct quotation and page numbers so that you can reference accurately. As you take notes, add some searchable key words highlighting themes across all your sources. Then use those themes to construct an original argument that takes account of a variety of perspectives and is not reliant on the information, argument or structure of any one source.

**Structure** your essays. Every essay requires an introduction that outlines scope and argument, a series of paragraphs that each deal with a single theme pertinent to the argument, and a
conclusion that summarises afresh while critically reflecting. In each paragraph lead your reader from example to explanation, and point out the link between the paragraph and the overall argument. Rather than let the evidence speak for itself, make your points clearly, succinctly and persuasively. Introductions should address the topic and state the main argument, but may begin with an apt quotation, example or concrete visual description. There is scope for both rigour and creativity in structured writing. Just as composers master harmony and musical form in order to innovate, scholars master academic writing in order to engage with courage, spark and passion.

Use inclusive language. It is the policy of the University of Divinity to use inclusive language at all times. Avoid generic use of gender specific terms such as “man,” “men,” “his,” “him,” “he,” and words that incorporate “-man” such as “caveman,” or “sportsmanlike.” Consult a thesaurus for gender neutral terms. The phrase “he or she” and the singular “they” are commonly accepted. Do not add feminine or diminutive suffixes to masculine forms as in “authorress,” “aviatrix,” or “heroine”: women can be heroes.

Respectful discussion requires formal language. To write with studied precision, scholars avoid informal contractions, slang and colloquialisms. Never use informal contractions such as “don’t” or “isn’t,” but instead use “do not” or “is not.” Do not use the contraction “it’s,” but instead use “it is,” unless quoting informal speech: “it’s certain you won’t use contractions.” Euphemisms, slang and colloquialisms are also to be avoided as they do not aid considered discussion. Indeed, they are frequently imprecise and may even add unintended connotations: the formal phrase “Harry remained in the role for several years” is preferable to the colloquial “Harry had a good spell.”

Choose words thoughtfully. Consult a dictionary and thesaurus to help you write with accuracy, nuance and variety. Use technical terms with precision and, if they are likely to be unfamiliar to your reader, a brief explanation. Acknowledge unfamiliar foreign terms with the use of italics: conscientização. Italics are not needed if the word is in an English dictionary: agape; en route.

There are conventions for the use of abbreviations. No full-stop is required for abbreviations of measurements (cm, km), contractions of titles (Dr, Mme, Sr, Fr, St), or abbreviations using two or more uppercase initials (NSW, SA, NZ, UN, NGO, DVD, BCE, AD, PhD, DMin). Full-stops are required for abbreviations ending in a lowercase letter (vol., a.m., etc., Vic., Tas., Qld., Feb., Aug.), and initials standing for given names (E. S. Fiorenza).

Numbers and dates are expressed in particular ways. Dates follow the day-month-year pattern, using numerals for the day and year but letters for the month: 1 May 1901. Years are expressed as numerals, but use letters at the beginning of a sentence: “Nineteen twenty-nine was a more difficult year than 1928.” Decades do not require apostrophes: the 1920s. Centuries are expressed in letters: the twentieth century; a twentieth-century theologian. Except for dates, spell out numbers from zero to one hundred, multiples of a hundred, fractions, and numbers at the start of a sentence: fifty-six; seven hundred; two-thirds; Three little kittens. Decimals and numbers over one hundred may appear as numerals: 3.14159; 101. Further and more detailed conventions are outlined in the latest edition of The Chicago Manual of Style.

[Updated 1 June 2020]