Essay
Documentation
& Formatting
Guide

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TYNDALE UNIVERSITY COLLEGE

ESSAY
DOCUMENTATION AND FORMATTING
GUIDE

Third Edition
(first and second editions published under the title *Essay Writing Guide*)

Prepared for Tyndale University College
by Patricia Sears

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PREFACE TO THE THIRD EDITION

The most significant revisions undertaken for this edition are in the APA and MLA documentation sections, which have been updated to reflect the 2009 APA *Publication Manual* (6th edition) and the 2009 MLA *Handbook for Writers of Research Papers* (7th edition). Readers familiar with earlier APA and MLA conventions should note changes especially to entries for electronic sources. Small details of many other entries have also changed. In addition, in MLA style, every works cited list entry for a source of any medium must now specify the type of source cited (e.g., print, web, CD-ROM, etc.).

The current (15th) edition of the *Chicago Manual of Style* is now older than the current APA and MLA style guides; however, the former does provide a number of guidelines for citing electronic sources, and more examples of electronic formats in Chicago style have been included in this edition of the Tyndale *Guide*.

In all three styles, some citation examples are indicated as being specific to electronic sources. In other cases, guidelines for adaptations of print citations for electronic ones may be found in the shaded text boxes below select examples.

Other aspects of the *Guide* have gone through minor revisions, prompted in part by feedback from students and faculty in the course of its use.

There has been a change of title, from *Essay Writing Guide* to *Essay Documentation and Formatting Guide*, simply to reflect more accurately the contents of the publication.

Graphics and layout for the first and second edition were ably executed by Al Hounsell, and revised for the third by Robert Sears; any errors or inconsistencies in these, as in all other aspects of the current edition, are attributable solely to myself.

Patricia Sears
2009

1. INTRODUCTION

This is an introductory guide to essay documentation and formatting. It brings together in one place core information from the main style guides used in different disciplines. It is not able, however, to cover every detail of every style of documentation. In some cases you may need to consult the relevant style guides listed at the end of this introduction (page 2).

While the conventions of the aforementioned style guides and of this guide are standard, individual professors sometimes have additional or alternative requirements for assignments in their courses; in such cases, be sure to follow your professors' instructions.

Because this guide covers the three main styles of documentation, it will help you not only with your writing but also with understanding the referencing systems of the books and articles you will read as you conduct research.

This guide is not meant to be read cover-to-cover at a single sitting! It will be most useful to you if you carefully read sections 1 through 4 initially, and skim the rest of the guide to see what it contains. Then, as you write each essay, consult the relevant section (5 for MLA, 6 for APA, and 7 for Chicago style), following the instructions very carefully. Because there are many details concerning referencing, and important differences among the three styles, do not rely on your memory; especially when you write your first few essays, be sure to consult the details of guide every time you write a reference.

Some terms in this guide may be unfamiliar to you. Many are explained in the context of the guide's directions; however, there is also an alphabetical glossary of terms in section 8 (pages 40-42). If you have questions about anything covered in this guide, a tutor at The Writing Centre can answer them for you.

Proper documentation of your essays is essential. With only a very few exceptions, you must make note of every quotation, idea (even if put in your own words), or fact which you include in your essay and which came from a primary or secondary source, whether a book, an article, a web site, CD-ROM, or any other source. Improper documentation can constitute plagiarism (see page 5 below), which you must avoid at all costs.

Standard style guides:

For details of referencing and formatting not found in this guide, consult the style guides listed below. For your convenience, the call numbers in the reference section of the Tyndale library have been included.

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington: American Psychological Association, 2009. Print. Call number: Ref BF 76.7.P83 2009.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association of America, 2009. Print. Call number: Ref LB 2369 .G53 2009

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed. Chicago: U of Chicago P, 2007. Print. Call number: Ref PN 147.T8 2007

University of Chicago Press. *The Chicago Manual of Style*. 15th ed. Chicago: U of Chicago P, 2003. Print. Call number: Ref PN 147.U69 2003

For help with grammar, sentence structure, and essay structure:

Hacker, Diana. *A Canadian Writer's Reference*. 4th ed. Boston: Bedford/St. Martin's, 2009. Print. Call number: Ref PE 1408.H33 2009

For help with essay structure and research:

Avery, Heather, et al. *Thinking it Through: A Practical Guide to Essay Writing*. 3rd ed. Peterborough, ON: Trent University Academic Skills Centre, 2005. Print. Call number: Ref PE 1471.T45 2005

2. FORMATTING AN ESSAY

Title pages. Both Chicago and APA styles use title pages. See Appendix B for a sample APA title page, and Appendix C for a sample Chicago style title page. MLA style essays do not normally have title pages; the required information is given in the top left corner of your first page of text (see Appendix A).

Paper clip or staple? Always fasten together the pages of your essay with a single paper clip or a staple (you can ask your professors which they prefer). Unless asked to, never submit an essay in any kind of folder. Folders make a stack of essays cumbersome for a professor to carry, and often bind the margins, which professors like to use for writing comments.

Page numbering and page count. Always number your pages, preferably in the top, right-hand corner. Normally when a professor asks for an essay of a certain number of pages, you should not count your title page, endnotes, or works cited list, bibliography, or reference list in this count. Don't forget that an essay which finishes, for example, halfway down the tenth page is nine-and-a-half, not ten-and-a-half, pages long.

Line spacing in different styles. Unless your professor specifies otherwise, always double-space the main text of your essay. Do not leave extra spaces between paragraphs (exceptions are sometimes made when an essay is divided into sections with sub-headings).   However, note that the different style guides have different conventions for spacing of quotations and entries in works cited list/bibliography/reference list: in APA and MLA, block quotations and reference list/works cited list entries are all double-spaced; in Chicago style, block quotations, footnotes, endnotes, and bibliography entries are single-spaced, with a double space between each note and bibliography entry.

Following formatting conventions, such as using standard margins and font size, helps your professors read your essays without distraction, focussing on your ideas rather than on the way your essay looks. It also prepares you for the rigour of writing within set conventions in a variety of academic and workplace settings.

Margins. Normally you should leave a 1-inch margin all around your text.

Font. Use 12-point font, in a standard script such as Times Roman or Courier. In Chicago style, notes and the bibliography in published books and articles are normally in a smaller font than the main text. For essays, you may use a smaller font (preferably 10-point) for your notes, but essay bibliographies are best done in 12-point font.

Ink/toner. Use black ink only (including title page). Make sure the print quality is good.

Underlining and italics. In the body of your essay and in your documentation, italicize or underline (not both!) the titles of books, periodicals, plays, long poems such as epics, and movies. Use underlining or italics for emphasis sparingly. Titles of short poems, short stories, articles from periodicals, and chapters of books are not underlined or italicized; in MLA and Chicago style they are put in double quotation marks, and in APA they are left in regular font, with no quotation marks.

Indentation of new paragraphs. Indent the first word of a new paragraph.

Left justification. All text, except the first word of a new paragraph, and indented quotations, should be flush with the left margin. However, the words on the right side of the page should not all end at the margin; the right side of your page should look a bit jagged. Having the left margin only flush is called "left justification"; "full justification" has both left and right sides flush. Full justification should not be used in essays as it often creates odd spacing, which makes the text difficult to read. If your computer is not set for left justification, in Microsoft WORD, go to the toolbar icons just to the right of the bold, indent and underline icons. You should be using the first style ("align left").

Subheadings. The appropriateness of using subheadings for sections of essays varies among the disciplines. For example, essays for literature classes normally do not have subheadings, but those in the social sciences often do. Ask your professors what they prefer.

3. GENERAL PRINCIPLES FOR CITING SOURCES AND AVOIDING PLAGIARISM

In an essay or other written assignment, you must give full and proper documentation for all quotations and ideas that are not your own, *even if you have changed the wording from the original sources*. Failure to provide full documentation of your sources can constitute plagiarism, which is a very serious academic offence. The penalty for plagiarism is usually a grade of zero on the assignment, and often also on the whole course. If you plagiarize more than once, you may be expelled from the school. See the Tyndale University College Calendar for the school's policy.

Any of the following can constitute plagiarism:

1. Submitting a whole assignment or part thereof as your own work (without acknowledging its source[s]), when it was actually written by someone else (another student, friend, or family member, or the author of a book, article, web site, etc). "Part thereof" can be as little as a sentence or two; plagiarism is not a question of quantity.
2. Including a source in your bibliography/works cited/reference list, but giving no parenthetical citations or footnotes/endnotes in your essay to show exactly which quotations, ideas, or facts were taken from that source.
3. Using the exact wording of a source without putting the borrowed words in quotation marks, or following the syntax (structure) and/or or wording of your source too closely. Even if you provide a citation, this is still plagiarism, as it misrepresents the wording as your own.

How to avoid plagiarism:

1. Never submit something as your own work if it is not, thinking that the risk of getting caught is minimal; it is not! When students do this, it is usually because they are in a panic. Start your assignments early enough, and get assistance from your professors and/or The Writing Centre if you require it. If you are unhappy with the job you have done on an assignment, it is still better to hand in your own work and risk getting a low mark than to plagiarize, which compromises your integrity and will bring you a mark of zero on the assignment and possibly on the course.

2. Give both a parenthetical citation (MLA or APA styles) or a footnote or endnote (Chicago style) *and* a corresponding entry in a works cited list (MLA), reference list (APA), or bibliography (Chicago style) for every quotation, idea (even if paraphrased), or fact in your essay which you have taken from a source other than your own head or which is considered common knowledge. You do not need to cite a source for the fact that Ottawa is the capital of Canada. However, if you come across a source which says that Ottawa is the nicest national capital in the world, you need to give a citation for your source, because this is someone's view, not a universally acknowledged fact. When you are writing in a field with which you are not very familiar, it can be difficult to know what is considered common knowledge; if you are unsure, it is best to cite a source. If you are giving a point of common

knowledge, but are using the exact wording of someone else (author of a book, article, web site, or other source) to do so, you must put the words in quotation marks and cite your source. The majority of the information in this guide is designed to help you provide full and accurate documentation for your essays; follow its instructions carefully, and visit The Writing Centre (and/or consult your professors) if you need clarification.

3. Take very careful notes, recording the full bibliographic information of every source as you go along. If you come to writing the final version of your essay and you cannot find the source of one of your notes, do not use that quotation or idea; to use it without giving the source is plagiarism. Conducting research using electronic sources such as web sites brings a greater chance of unintentional plagiarism. *If* (and this is strongly discouraged!) you cut and paste from electronic sources, make absolutely sure to put quotation marks around the quotations, and note the sources (including URLs). When you take notes, make sure that you distinguish exact quotations from paraphrases by putting quotation marks around the former. If you paraphrase as you are taking notes, make sure that your language is a true paraphrase, completely different from the language of the source; otherwise, you will likely plagiarize when you convert your notes into an essay (see below for examples).

Sample extract from a source:

> In *Seinte Katerine*, especially, however, this martyrdom is associated not only with that of Christ himself, but also with that of the biblical prophets, who risked (and in some cases gave) their lives because of their zeal for God's law. Katherine's fidelity to, instrumentality for, and suffering because of God's word and the incarnate word, Christ, link her to the prophets of Holy Scripture. Jesus himself links his own suffering both to that of the faithful prophets of old and to that of those people who chose to follow him during his own lifetime and after. (Sunderland 219)

Source:
Sunderland, Patricia. "Speaking the Truth: God's Law and Prophecy in *Seinte Katerine*."

   Florilegium 17 (2000): 213-228. Print.

Proper use of quotation (in MLA style):

According to Sunderland, "this martyrdom is associated not only with that of Christ himself, but also with that of the biblical prophets" (219).

Note:
In order to satisfy the requirements for full documentation, a works cited list (or reference list or bibliography) entry is also required. See the overviews to sections 5, 6, and 7.

Plagiarism (no quotation marks around exact quotation):

Sunderland points out that this martyrdom is associated not only with that of Christ himself, but also with that of the biblical prophets (219).

> ➢ Even though the author's name and the page number are given, this is plagiarism because there are no quotation marks around the exact quotation. The words of the author of the article are thus misrepresented as the words of the author of the essay.

Plagiarism (wording and syntax too close to original):

According to Sunderland, Katherine's martyrdom is linked with that of Christ and of the prophets in the Bible, who died because of their passion for God's law. Jesus associates his sufferings with that of both the Old Testament prophets and with that of the people who were to follow him while he was alive and after he died and was resurrected (219).

> ➢ Even though the author's name and the page number are given, the sentence structure is virtually identical to the original, and a few words have simply been replaced with synonyms. In order to avoid this kind of plagiarism, either use an exact quotation, with quotation marks, or paraphrase by thoroughly digesting the ideas and putting them entirely in your own wording and sentence structure (see example below).

Acceptable paraphrase:

According to Sunderland, Saint Katherine's martyrdom, like Christ's, is akin to that of the martyrs of the Old Testament and the early church (219).

4. When using summaries or paraphrases of your sources, make it clear where your ideas begin and end and those of your sources begin and end. The best way to do this is to introduce the summary or paraphrase by mentioning the author(s) of the source, and putting the footnote/endnote number or parenthetical citation at the end of the summary or paraphrase as in the "acceptable paraphrase" example above.

4. INTEGRATING AND FORMATTING QUOTATIONS

Integrating:

When using direct quotations, you must integrate them into your own prose; they generally cannot stand alone as sentences. Integrate them using signal phrases and proper punctuation.
One of the simplest ways is to use a signal phrase such as "he writes" or "she claims," substituting the name of your source's author when appropriate. The signal phrase is usually followed by a comma.

Incorrect (the quotation is punctuated as its own sentence):

_____. "_____."[1] _____

correct:

_____ . Henderson writes, "_____."[1] _____

The integrating phrase can also follow the quotation, instead of preceding it:

_____. "_____,"writes Henderson.[1]

Sometimes a colon can integrate a quotation with your own prose. A colon is almost always used before a block quotation (see page 9). It can also be used before a shorter quotation if the quotation illustrates or gives an example of the point just made:

_____
_____: "_____."[1]

> ➢ The above examples use Chicago style documentation. In MLA or APA documentation, the superscript note number would be replaced by a parenthetical reference (see pages 11 and 23 below).

Formatting:

When quoting up to four lines of prose, the quotation should be typed across the full line of your essay text, not set apart from it:

[in APA or MLA styles, with parenthetical citations]
_____
_____ "_____
_____" (   ). _____.

[in Chicago style, with footnotes or endnotes]
_____ "_____,"¹ _____.

Up to three lines of poetry should also be typed in with the text of your essay. For more than one line of poetry, indicate the line break with a forward slash (/):
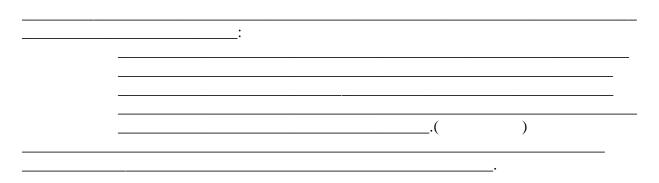
_____
"_____ / _____" (   ).
_____.

OR

_____
"_____ / _____."¹ _____
_____.

Note	1. Always use double quotation marks, except for a quotation within a quotation (which takes single quotation marks).
	2. Generally, retain all punctuation throughout a quotation, except at its very end. At the end, keep question marks and exclamation marks, but omit other punctuation if a parenthetical citation follows. If the quotation ends your sentence, place the period after the parenthetical citation; if the sentence carries on after the quotation, and a comma or semi-colon, or colon is needed, place it after the parentheses. For more details on punctuation with quotations, consult the standard style guides.

In MLA style, more than four lines of prose, or more than three lines of poetry, should be set apart from the text of your essay in a "block quotation," usually preceded by a colon (see sample MLA style essay in Appendix A). In APA style, use a block quotation for 40 words or more:

_____
_____:

    _____
    _____
    _____
    _____
    _____.(   )
_____
_____.

Note	1. Chicago style allows for prose quotations of any length either to be integrated ("run-in") or set apart in a block quotation, but suggests that those of eight lines or longer be put in a block quotation.

2. There are no quotation marks around a block quotation; the indentations indicate that it is a quotation. A quotation within the block quotation should have double quotation marks around it.
3. In the styles which use parenthetical citations (MLA and APA), the period comes before the parentheses in a block quotation (after it in integrated quotations).
4. In MLA and APA styles, block quotations are double-spaced (unless your professor has requested that the whole essay be single-spaced). In Chicago style, they are single-spaced.
5. When more than three lines of poetry are quoted, and thus put in a block quotation, follow the line breaks of the original source, using capital letters at the beginning of each new line if they are used in the original. Follow the punctuation of the original. Do *not* separate lines of a block quotation of poetry with forward slashes.
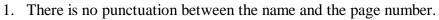6. If a block quotation contains the beginning of a new paragraph, retain the paragraph indentation.

5. MLA DOCUMENTATION

Overview:

The parenthetical documentation system in MLA style is relatively simple. It consists of parenthetical citations throughout your essay and a works cited list at the end of it. In order to fulfil the requirements for proper documentation, you must have both; a works cited list alone is not sufficient. Both primary sources and secondary sources must be cited.

In your essay, after every quotation, summary or paraphrase of a source, in parentheses give the last name of the author of the source and the page number(s) from which you took that particular quotation or idea:

"_____" (Jones 34).

Note

1. There is no punctuation between the name and the page number.
2. There is no word "page" or abbreviation thereof.
3. The punctuation of the sentence comes *after* the parentheses.
4. MLA parenthetical citations include only the author's last name and the page number, whereas APA references include the publication date, commas, and "p." before the page number:

> **MLA** parenthetical reference: (Simpson 14)
> **APA** parenthetical reference: (Simpson, 2004, p. 14)

There are a number of qualifications that need to be made to the above basic format:

1. If you have already mentioned the author's name in your sentence, before your quotation or paraphrase, then give only the page number in the parentheses:

Fred Jones notes that " _____" (34).

2. Any other time it is clear which source you are citing from, you may use only the page number. For example, if your whole essay is about only one primary source, and you are not using any secondary sources, you should give a full citation with the author's name and page number the first time you cite the text. For subsequent citations you can give the page number only.

3. Poems are cited by line numbers rather than page numbers. Long poems, such as epics, which are divided into book numbers are cited by book (and canto if relevant) and line numbers. Plays are cited by act, scene, and line numbers. All numbers are given in arabic, not roman, numerals (e.g., 5 rather than V), and are separated by decimal points. Titles of short poems are put in double quotation marks. Titles of long poems and plays are italicized or underlined.

4. If you are using more than one work by the same author, your parenthetical citations must include the relevant title (or a short form of it). For example, if you are writing an essay comparing Homer's epics *The Odyssey* and *The Iliad*, your first citation to each of the texts should look something like this:

(Homer, *Odyssey* 4.1-6) and (Homer, *Iliad* 2.10-20)

If these were the only two sources you were using, you could leave out the author's name in subsequent references.

In addition to parenthetical citations, documentation in MLA style requires a works cited list. This is placed at the end of your essay, and is a list of all the primary and secondary sources you have cited in your essay.   Begin the works cited list on a new page, even if the last page of your essay is not full. The works are listed alphabetically by the authors' last names. If there is more than one work by the same author, alphabetize those entries by their titles. For the first entry of two or more by the same author, give the author's name; for second and subsequent entries, replace the name with three hyphens (---). The first line of each entry is flush with the margin, but each subsequent entry is indented half an inch. In a double-spaced essay, double-space your works cited list also. For a sample works cited list, see Appendix A.

Each works cited list entry normally includes the author's name, the title of the work (and any larger work in which it is published), the city of publication, the name of the publisher, the year of publication, and whether the source is printed, web, CD-ROM, or other media. Follow the information given on the title pages of books, or the first pages of articles and the title pages of journals; do not rely on covers, because the information on them is often abbreviated. Depending upon the type of source, other information may also be required. All this information is to be given in a particular order, with particular conventions of punctuation and formatting, so follow carefully the examples given below.

Examples of citations from various types of sources:
The following are models for parenthetical citations and works cited list entries for the most commonly cited types of sources.   For information on other sources, consult the *MLA Handbook for Writers of Research Papers*. Please note that a number of requirements have changed in the newest edition of the *MLA Handbook*. Notably, every works cited list entry must now specify the medium of the source (e.g., print, web, CD-ROM, etc.). The conventions for citing electronic sources have also changed. The entries below reflect the latest conventions.

Book with one author:

Parenthetical citation:

(Jenkins 11)

Corresponding entry in works cited list:

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. Oxford: Oxford

UP, 2002. Print.

> ➢ In a double-spaced essay, double-space the works cited list also.
> ➢ Second and subsequent lines of each entry are indented half an inch.
> ➢ Always follow the information given on the title page, not the cover of the book.
> ➢ If more than one city of publication is listed, you may give only the first.
> ➢ "UP" is the abbreviation (used in MLA style) for "University Press." For other MLA publisher abbreviations, see the *MLA Handbook*.
> ➢ If a book has been revised, give the date of the most recent edition listed; however, if a book has merely been reprinted, give the original date.

Electronic book (first published in print, then scanned and accessed through database):

(Dickens 37)

Dickens, Charles. *A Christmas Carol*. Philadelphia and New York, 1915. *Project Gutenberg*.

Web. 10 Aug. 2009. <http://www.gutenberg.org/files/24022/24022-h/24022-h.htm>.

> ➢ Following the title are the place and date of the original print publication. For works published before1900, the place of publication may be omitted.
> ➢ *Project Gutenberg* is the database title in the example above.
> ➢ URLs are not absolutely required; however, if more than one edition of the book is available in the same database, the URL may help locate the edition cited.

Book with two or three authors:

(La Sor, Hubbard, and Bush 45)

La Sor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament*

Survey. 2nd ed. Grand Rapids, MI: Eerdmans, 1996. Print.

> ➢ The authors' names are given *not* in alphabetical order, but in the order in which they appear on the title page.
> ➢ The name of only the first author is inverted (last name first); the others are given in their natural order.
> ➢ When the city of publication is not one widely known for publishing, indicate the state (for an American publisher), the province (Canadian publisher), or country.

Book with four or more authors (or editors):

(Lawall et al. 2180)

Lawall, Sarah, et al., eds. *The Norton Anthology of Western Literature*. 8th ed. Vol. 2. New

York: Norton, 2005. Print.

> ➢ "et al." is the abbreviation for Latin "et alia," which means "and others."
> ➢ "eds." is the abbreviation for "editors," whereas "Ed." in the next example below is the abbreviation for "Edited by." The second is used when there is also an author mentioned in the entry.

Book with an editor, when the selection cited has a named author:

(Herbert 1-5)

Herbert, George. "The Pulley." *The Complete English Poems*. Ed. John Tobin. London:

Penguin, 1991. 150. Print.

> ➢ The parenthetical citation is to lines 1 to 5 of the poem "The Pulley," the whole of which is found on page 150 of the volume edited by Tobin.
> ➢ The author's, not the editor's, name is given in the parenthetical citation, and is the first item in the works cited list entry.

Edition other than the first:

(Foster 27)

Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. 3rd ed. New York:

Harper Collins, 1998. Print.

Multi-volume work if you are using two or more volumes (see note below for one volume):

(McGrath 2:119)

McGrath, Alister E. *A Scientific Theology*. 3 vols. Grand Rapids, MI: Eerdmans, 2001-2003.

   Print.

> ➤ In the parenthetical reference, the first number refers to the volume, and the second number to the page.
> ➤ If you are using only one volume, the parenthetical reference can give only the page number(s), and not the volume number. The works cited list entry, after the title, must then give the volume number used (e.g., "Vol. 2") rather than the total number of volumes.
> ➤ When the city of publication is not one widely known for publishing, indicate the state (for an American publisher), the province (Canadian publisher), or country.

Book in a series:

(Myles 109)

Myles, Robert. *Chaucerian Realism*. Cambridge: D.S. Brewer, 1994. Print. Chaucer Studies

   20.

Story, poem, play or other selection in a collection of one author's works, without an editor:

(O'Connor 120)

O'Connor, Flannery. "A Good Man is Hard to Find." *The Complete Stories*. New York: Farrar,

   Straus and Giroux. 117-133. Print.

> ➤ The last numbers are the pages on which the whole story appears in the collection.

Story, poem, play, or other selection in a collection of one author's works, with editor(s):

(Shakespeare 2.1.1-9)

Shakespeare, William. *Romeo and Juliet*. *The Riverside Shakespeare*. Ed. G. Blakemore Evans.

   Boston: Houghton Mifflin, 1987. 1058-1099. Print.

> ➢ The parenthetical citation is to Act Two, Scene One, lines one to nine.
> ➢ The last numbers in the works cited entry are the pages on which the play appears in the collection.

Story, poem, play, essay, chapter, or other selection in an edited anthology of several authors' works:

(Homer 2.7-12)

Homer. *The Odyssey*. Trans. Robert Fitzgerald. *Literature of the Western World*. 5th ed. Vol.

    1. Ed. Brian Wilkie and James Hurt. Upper Saddle River, NJ: Pearson, 2001. 273-594.

    Print.

> ➢ The author's, not the editor's, name is given in the parenthetical citation and as the first item in the works cited list entry.
> ➢ If the work is a translation from another language, as in the example above, give the translator's name after the title of the work.
> ➢ "et al." is the abbreviation for Latin "et alia," which means "and others." When a work has more than three editors (or authors), "et al." is used to indicate all but the first.
> ➢ The last numbers in the works cited list entry are the pages on which the poem appears in the anthology.

More than one story, poem, play, essay, chapter, or other selection in an edited anthology of several authors' works:

(Homer, *Odyssey* 2.7-12); (Homer, *Iliad* 6.52-28)

Homer, *The Iliad*. Wilkie and Hurt. 132-272.

---. *The Odyssey*. Wilkie and Hurt. 273-594.

Wilkie and Hurt, eds. *Literature of the Western World*. 5th ed. Vol. 1. Upper Saddle River,

    NJ: Pearson, 2001. Print.

> ➢ The first line above shows the two different parenthetical citations for two works by the same author (i.e., this is not one citation).
> ➢ The last three items above would all appear in the works cited list. When using the short form for works in an anthology, there must be a separate entry for each of the works, and a full citation for the anthology itself, as above.
> ➢ When more than one work by the same author(s) or editor(s) appears in the works cited list, after the first entry replace the name(s) with three hyphens.

Anonymous poem or other work:

("A Dream of the Rood" 1-14)

"A Dream of the Rood." Trans. Charles W. Kennedy. *An Anthology of Old English Poetry*. Ed.

Charles W. Kennedy. New York: Oxford UP, 1960. 144-148. Print.

> ➢ For an anonymous work, give the title in the parenthetical citation, and as the first item in the works cited list entry. Include the translator's and/or editor's name, if any, in the works cited list entry.

Journal article accessed in print form:

(Ellis 283)

Ellis, Steve. "Chaucer, Dante, and Damnation." *Chaucer Review* 22 (1998): 282-294. Print.

> ➢ After the title of the journal, give the volume, the publication year, and the page numbers on which the entire article is found.

Journal article available in print but accessed through an online database:

 (Goodwin 43)

Goodwin, Amy W. "The Griselda Game." *The Chaucer Review* 39 (2004): 41-69. *Project*

Muse. Web. 22 July 2004.

> ➢ Sometimes online versions of printed journals will include page numbers corresponding to those in the print version; in this case, you can give a page reference in the parenthetical reference. If no page numbers are indicated, give only the author's name.
> ➢ In the above example, the journal title is *The Chaucer Review*, and the database title is *Project Muse*.

Journal article in an online-only journal:

(Tomka)

Tomka, Andrea. "Staging Nabokov." *Nabokov Online Journal* 2 (2008): n. pag. Web. 7 Aug.

2009.

> ➢ Online journals often do not have page numbers. If no page numbers are indicated, give only the author's name either in a parenthetical reference, or simply stated within the relevant sentence (e.g., "Tomka notes that...").
> ➢ In the works cited list entry, "n. pag." after the volume number and year stands for "no pagination"; include this if the journal has no page numbers.

Newspaper article:

(Winsor A4)

Winsor, Hugh. "Tight Race Creates Dilemma for Clarkson." *Globe and Mail* [Toronto] 24 June

2004: A1+. Print.

> ➢ Articles (a, an, the) at the beginning of newspaper titles are omitted (i.e., *Globe and Mail*, not *The Globe and Mail*).
> ➢ If the newspaper article continues on a later, but not adjoining, page(s), give the first page number followed by a plus sign (+). The letter before the page number indicates the newspaper section.
> ➢ For an article accessed online, add the database or web site name, state "Web" instead of "Print," and add the date accessed (see example for journal article accessed online, page 17 above).

Encyclopedia or dictionary entry in familiar reference work:

("Irony")

"Irony." Def. 1. *The Concise Oxford Dictionary of Current English*. 8th ed. 1990. Print.

> ➢ Page numbers are needed only if the whole entry covers more than one page.
> ➢ "Def. 1" means that the first of multiple definitions is the one being cited.
> ➢ For familiar reference works, editor, city and publisher do not need to be given.
> ➢ If using an electronic version, state the relevant medium (e.g,, CD-ROM), as in the example for CD-ROM below, page 21.

Encyclopedia or dictionary entry in less common reference work:

(Root-Bernstein 559)

Root-Bernstein, R. "Discovery." *Encyclopedia of Creativity*. Ed. Mark A. Runco and Steven

Pritzker. Vol. 1. San Diego: Academic Press, 1999. Print.

> ➢ If no author is given, put the entry title in the author position.
> ➢ Page number in the parenthetical citation should be given only if the whole entry covers more than one page.
> ➢ If using an electronic version, state the relevant medium (e.g,, CD-ROM), as in the example for CD-ROM below, page 21.

Book review:

(Minnis 363)

Minnis, A.J. Rev. of *The Ethical Poetic of the Later Middle Ages: A Decorum of Convenient

Distinction*, by Judson Boyce Allen. *Speculum* 59 (1984): 363-366. Print.

The Bible:

(*New International Version*, 1 Cor. 13.1-12)

The New International Version of the Holy Bible. Grand Rapids, MI: Zondervan, 1984. Print.

> ➢ The *MLA Handbook* (7.7.1) lists conventional abbreviations of biblical books, or you can use the list at the front of whichever biblical translation you are citing.
> ➢ If you are using the same translation of the Bible throughout your essay, after the first citation you may omit the name of the translation, giving only the book, chapter and verse(s).
> ➢ MLA now uses a period, rather than a colon, to separate chapter and verse numbers.

Preface, introduction, or foreword by the author:

(Wood ix)

Wood, Ralph C. Preface. *Flannery O'Connor and the Christ-Haunted South*. By Wood. Grand

      Rapids, MI: Eerdmans, 2004. vii-xii. Print.

> ➢ Sometimes, as here, the pages of prefatory or introductory material are numbered using small roman numerals. When this is the case, give the page numbers in the parenthetical citation and the works cited entry in small roman numerals.

Preface, introduction, or foreword by someone other than the author:

(Brown xxii)

Brown, Terence. Introduction. *Dubliners*. By James Joyce. New York: Penguin, 1993. vii-xlix

      Print.

Footnote or endnote:

(Jones 34n5)

> ➢ This citation is to footnote or endnote number 5, for the text appearing on page 34.
> ➢ Works cited entries for notes follow the same format as for regular text.

Quotation from one work in another work:

(McKeon qtd. in Scanlon 41)

Scanlon, Michael J. "Augustine and Theology as Rhetoric." *Augustinian Studies* 25 (1994): 37-

      50. Print.

> ➢ "qtd." is the abbreviation for "quoted."
> ➢ Only the source from which you took the quotation is included in your works cited list.

Web site:

(Simons)

Simons, Mark, ed. *Thomas Hardy*. 2006. Web. 12 Aug. 2009. <http://pages.ripco.net/

~mws/hardy.html>.

> ➢ If the site is published by an organization rather than an individual, give the organization's name in the parenthetical citation, and as the first item in the works cited list entry.
> ➢ If you are citing a single work within a web site and are able to identify its title, give that title (in quotation marks, not italicized) before the title of the site. In the example above, the reference is to the site, *Thomas Hardy*.
> ➢ The first date in the works cited list entry (2006) is the year in which the site was first published or, when this information is given, when it was last updated. The second date (12 Aug. 2009) is the day on which the site was accessed.
> ➢ The MLA no longer *requires* that URLs always be given in citations; however, do include the URL if there seems no other clear way for your reader to find the site, or if your professor wishes you to. The URL above is included to show its placement and format.

Note Almost anyone can publish a web site on the internet; unlike most books and journals, it does not have to go through any sort of editorial process. The information on web sites may thus be unreliable, and you should not rely too heavily upon them in your research. If you do choose to use web sites, try to ascertain that they are published by a reputable organization or individual.

CD-ROM, nonperiodical publication:

(Metzger et al.)

Metzger, Bruce, A., et al., eds. *Word Biblical Commentary: The Top Five Volumes Edition*.

Nashville: Thomas Nelson, 1999. CD-ROM.

> ➢ If the CD-ROM provides page numbers, include the relevant one(s) in your parenthetical citation.
> ➢ When citing a specific entry from a CD-ROM version of a dictionary or encyclopedia, use the format for dictionary or encyclopedia entries (see page 18-19 above), adding the designation "CD-ROM" in the appropriate place.

DVD or Videocassette

(*Hamlet*)

Hamlet. Dir. Laurence Olivier. Perf. Laurence Olivier, Eileen Herlie, Basil Sydney, Jean

    Simmons, Felix Aylmer, Norman Wooland, and Terence Morgan. 1948. MGM, 2000.

    Videocassette.

> ➢ The entry gives the name of the director, as well as the names of performers listed on the cassette. The original release date is given before, and the video release date after, the type of media and the name of the distributor.

If the point in your essay has more to do with the work of the director or one of the performers, you may use the appropriate name instead of the film title in the parenthetical citation, and as the first item in your works cited list entry:

(Olivier)

Olivier, Laurence, Dir. *Hamlet*. Perf. Laurence Olivier, Eileen Herlie, Basil Sydney, Jean

    Simmons, Felix Aylmer, Norman Wooland, and Terence Morgan. 1948. MGM, 2000.

    Videocassette.

6. APA DOCUMENTATION

Overview:

APA documentation consists of parenthetical citations and a reference list. In order to fulfil the requirements for proper documentation, you must have both; a reference list alone is not sufficient. Both primary sources and secondary sources must be cited.

In your essay, you must provide a citation for every quotation, summary or paraphrase of a source. In a set of parentheses, include the name of the author(s) of the source, the publication date, and the page number(s) from which you took that particular quotation or idea. APA style *requires* page numbers for direct quotations only, but *suggests* them also for paraphrases, as they help a reader locate the source. Note the differences between APA and MLA in-text citations:

MLA citation: (Simpson 14)
APA citation: (Simpson, 2004, p. 14)

Sometimes your sentence structure will sound better if you give the author's name and the publication date before the quotation or paraphrase:

Simpson (2004) notes that "_____" (p. 14).

For an electronic source without page numbers, but which has paragraph numbers, give the latter:

Simpson (2004) notes that "_____" (para. 23).

If your citation is to a whole work (article, study, book, etc.,), then no page or other section number is required:

Simpson (2004) notes that _____.

Note	*The Chicago Manual of Style* and Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* include guidelines for a referencing system called the "author-date" system. It has slightly different conventions than the APA style, and the two should not be confused. Throughout this *Guide*, "Chicago style" implies footnotes/endnotes and a bibliography.

An APA reference list is an alphabetized list, at the end of an essay or book, of all cited sources. Entries in an MLA works cited list, an APA reference list, and a Chicago style bibliography differ, so be sure to follow exactly the conventions of the style in which your essay is to be submitted. The required information for a basic reference list entry includes, in this order, the author's name, the publication date, the title, the city of publication, the publisher, and, when the source is part of

a larger work (journal or book), the full range of pages on which the source appears. Note in the examples below the APA conventions for punctuation and capitalization.

Examples of citations from various types of sources:

The following are models for in-text parenthetical citations to specific pages or sections, and corresponding reference list entries for the most commonly cited types of sources. For information on other sources, see the *Publication Manual of the American Psychological Association*. In a double-spaced essay, double-space each reference list entry, and double-space between entries. For a sample reference list, see Appendix B.

Book with one author:
Sample parenthetical citation:

(Childs, 1995, p. 67)

Corresponding reference list entry:

Childs, J.M., Jr. (1995). *Ethics in business: Faith at work*. Minneapolis: Fortress Press.

> ➢ APA style *requires* page numbers in parenthetical citations for direct quotations only, but *suggests* them also for paraphrases, as they help a reader locate the source.
> ➢ In a double-spaced essay, double-space the reference list also.
> ➢ Initials only are given for first and middle names. Omit "Jr." and other suffixes from the parenthetical citation, but include in the reference list entry.
> ➢ Only the first word of the title and the first word of the subtitle, as well as any proper nouns, are capitalized (this is different from MLA and Chicago styles).

Book with two authors:

(Bordens & Abbott, 2002, p. 57)

Bordens, K.S., & Abbott, B.B. (2002). *Research design and methods: A process approach* (5th

ed.). Boston: McGraw Hill.

> ➢ The authors' names are given not in alphabetical order, but in the order in which they appear on the title page.
> ➢ Parenthetical citations normally contain last names only. Include initials (before the last name) only if your essay cites two or more authors with the same last name.
> ➢ An ampersand (&) rather than the word "and" is used between authors' names in parenthetical citations; however, when giving their names in the body of your text, use the word "and," e.g., Bordens and Abbott (2002) explain that …

Book with three, four, or five authors:

(Aronson, Wilson, Akert, & Fehr, 2004, chap. 3) [first citation]

(Aronson et al., 2004, chapter 5) [subsequent citations]

Aronson, E., Wilson, T.D., Akert, R.M., & Fehr, B. (2004). *Social psychology* (2nd Cdn. ed.).

    Toronto: Pearson Education.

> ➤ Second and subsequent lines are indented.
> ➤ "et al." is the abbreviation for Latin "et alia," which means "and others."

Chapter or reading in an edited compilation:

(Armstrong, 1997, p. 57)

Armstrong, P. (1997). The welfare state as history. In R.B. Blake, P.E. Bryden, & J.F. Strain

    (Eds.), *The welfare state in Canada: Past, present and future* (pp. 52-73). Concord, ON:

    Irwin.

> ➤ In the reference list entry, give the full range of pages on which the chapter is found.
> ➤ When the city of publication is not internationally known, include the province, state, or country.

Multi-volume work:

(Magida, 1996, p. 235)

Magida, A.J. (Ed.). (1996). *How to be a perfect stranger: A guide to etiquette in other people's*

    religious ceremonies: Vol. 1. Woodstock, VT: Jewish Lights.

Journal article accessed in print, single author:

(Wyer, 2004, p. 707)

Wyer, N.A. (2004). Not all stereotypic biases are created equal: Evidence for a stereotype-

disconfirming bias. *Personality and Social Psychology Bulletin, 30*, 706-720.

> ➢ APA style *requires* page numbers in parenthetical citations for direct quotations only, but *suggests* them also for paraphrases, as they help a reader locate the source.
> ➢ In APA style (unlike MLA and Chicago), there are no quotation marks around article titles.
> ➢ Only the first word of the title and subtitle of the article, as well as any proper nouns, are capitalized, but the title of the journal follows standard capitalization for titles.

Online access of an article from a journal also available in print:

(Bartoli, 2007, p. 55)

Bartoli, E. (2007). Religious and spiritual issues in psychotherapy practice: Training the trainer.

Psychotherapy: Theory, Research, Practice, Training, *44*(1), 54-65. doi: 10.1037/0033-

3204.44.1.54

> ➢ Many electronic articles now have a DOI (Digital Object Identifier), a number assigned in order to facilitate identification and retrieval. This number can normally be found on the citation page of the database, on the abstract, and/or at the top of the first page of the text of the article. It will begin with the number "10," and will usually be preceded by the designation "DOI."
> ➢ If there is no DOI given, finish the reference list entry instead with "Retrieved from" and the URL of the home page of the journal.

Journal article accessed in print, two authors (for electronically accessed articles, see above):

(Gelman & Brenneman, 2004, p. 157)

Gelman, R., & Brenneman, K. (2004). Science learning pathways for young children. *Early*

Childhood Research Quarterly, 19, 150-158.

> ➢ The authors' names are given not in alphabetical order, but in the order in which they appear at the beginning of the article.

Journal article accessed in print, three to six authors (for electronically accessed, see also above example for one author:

(Lee, Farrell, & Link, 2004, p. 41) [first citation]

(Lee et al., 2004, p. 45) [subsequent citation]

Lee, B.A., Farrell, C.R., & Link, B.G. (2004). Revisiting the contact hypothesis: The case of

public exposure to homelessness. *American Sociological Review, 69*, 40-63.

> ➢ If the article has three, four, or five authors, in the first parenthetical citation to the article give all authors' names. In subsequent citations, give the name of only the first author, followed by "et al.," the abbreviation for Latin "et alia," which means "and others."   If the article has six authors, give the name of only the first author, followed by "et al." in all citations, but in the reference list, give the names of all six authors.

Journal article, more than seven authors:

(Stiles et al., 2004, p. 91)

Stiles, W.B., Glick, M.J., Osatuke, K, Hardy, G.E., Shapiro, D.A., Agnew-Davies, R., . . .

Barkham, M. (2004). Patterns of alliance development and the rupture-repair hypothesis:

Are productive relationships U-shaped or V-shaped? *Journal of Counseling Psychology,*

51, 81-92.

> ➢ In the reference list, give the names of the first six authors, followed by three ellipsis points, then the name of the last author.

Report in print:

(Campbell, 1984, p. 33)

Campbell, S.D. (1984). *Facilities and equipment for day care centres*. (Catalogue No. H74-

      12/1984 E). Ottawa, ON: Health and Welfare Canada.

> ➢ If no specific author is named, put the government department or name of other issuing
> organization in the author position.

Report from a web site:

(UNAIDS, 2008, p. 80)

UNAIDS. (2008). *2008 Report on the global AIDS epidemic*. Geneva, Switzerland: UNAIDS.

      Retrieved from UNAIDS web site: http://www.unaids.org/en/KnowledgeCentre/HIVData/

      GlobalReport/2008/default.asp

Encyclopedia or dictionary entry:

(Root-Bernstein, 1999, p. 559)

Root-Bernstein, R. (1999). *Discovery*. In *Encyclopedia of creativity* (Vol. 1, pp. 559-571). San

      Diego: Academic Press.

> ➢ If no author is given, put the entry title in the author position.
> ➢ If using an electronic version, give web site URL (as above) and access date (because
> online entries often change), or specify "Computer software," as in CD-ROM example,
> page 29 below.

Book review:

(Greenfield, 2004, p. 91)

Greenfield, R. (2004) [Review of the book *The soul of recovery*]. *Social Work and Christianity,*

      31, 90-92.

The Bible:

(1 Cor. 13:1 [Revised Standard Version])

> ➢ The newest APA manual gives no guidelines for citing the Bible. According to the 5th edition, you do not need a reference list entry for the Bible; however, include the name of the cited version in your first parenthetical citation. If you are citing different versions of the Bible throughout the essay, give the version in each citation.

More than one work by the same author(s):

If the works were published in different years, parenthetical citations to them are differentiated by the years given in the citations. In the reference list, entries by the same author(s) are given in chronological order, beginning with the oldest publication date and ending with the most recent.

More than one work in the same year by the same author(s):

(Van Hiel & Mervielde, 2002a, p. 385)

(Van Hiel & Mervielde 2002b, p. 965)

Van Hiel, A., & Mervielde, I. (2002a). Effects of ambiguity and need for closure on the

acquisition of information. *Social Cognition*, *20,* 380-408.

Van Hiel, A., & Mervielde, I. (2002b). Explaining conservative beliefs and political preferences:

A comparison of social dominance orientation and authoritarianism. *Journal of Applied*

Social Psychology, *32*, 965-976.

CD-ROM:

(Metzger et al., 1999)

Metzger, B.A., et al. (Eds.). (1999). Word biblical commentary: The top five volumes edition.

[Computer software]. Nashville: Thomas Nelson.

> ➢ If the CD-ROM provides page numbers, include the relevant one(s) in your parenthetical citation.

DVD or Videocassette:

(American Psychological Association, 2009)

American Psychological Association (Producer). (2009). *Helping skills in practice: A three-*

stage model [DVD]. Available from http://www.apa.org/videos/

7. CHICAGO STYLE DOCUMENTATION (NOTES AND BIBLIOGRAPHY)

Overview:

MLA and APA styles use parenthetical references within the body of the text. Provision is made in Chicago style also for author-date parenthetical citations; however, generally professors asking for the use of "Chicago style" are referring to the system of either footnotes (at the bottom of each page) or endnotes (at the end of the essay) and a bibliography. This is the documentation system outlined below, and understood throughout this *Guide* as "Chicago style"; if you are required to use the author-date Chicago system, please consult *The Chicago Manual of Style* for guidelines.

In Chicago style, in order to fulfil the requirements for proper documentation, you must include both notes and a bibliography; a bibliography alone is not sufficient. Both primary sources and secondary sources must be cited.

In Microsoft WORD, create footnotes or endnotes by using the "Insert" function on the toolbar, clicking on "footnote," and following the prompts. Even in a double-spaced essay, footnotes or endnotes themselves are normally single-spaced, with a double space between each note. In your text, a superscript (raised) number indicates that there is a footnote or endnote giving a citation or additional information. Before the footnote itself, the number may either be superscript or on the line. For a sample essay page with footnotes, see Appendix C.

The required information for a basic note or bibliography entry includes, in this order, the author's name, the title, the city of publication, the publisher, the publication (or latest copyright) date, and, in a note, the page number(s) cited. Standard philosophical and theological works which are divided into sections (e.g., Plato's *Republic*; Calvin's *Institutes*) are often cited by section numbers rather than, or in addition to, page numbers. Additional information may also be required to locate electronic sources, or unpublished or unusual print sources.

There are differences between the footnote/endnote and the bibliography entry: order of first and last names; punctuation and brackets; indentation of lines; page reference not included in bibliography, except when the source is part of a larger work (such as an article in a journal or a chapter in a book, in which case the first and last page numbers of the source, separated by a hyphen, are given. See model below under "Journal article").

When using footnotes or endnotes, the first time you cite any given work, you must give a full note with all the information provided in the examples below. However, subsequent citations of the same works may be given in abbreviated form. When a note cites the same page of the same work as the immediately previous note, you may simply use the abbreviation "ibid." (short for Latin "ibidem," which means "in the same place"). If you are citing the same work but a different page as the previous note, use "ibid." and the new page number:

¹Philip Jenkins, *The Next Christendom: The Coming of Global Christianity* (New York: Oxford University Press, 2002), 9.

²Ibid.

³Ibid., 14.

> ➢ Notes one and two cite page nine of *The Next Christendom*, while note number three cites page fourteen of the same book.

If your note cites a work you have already cited in a previous note, but not the one immediately previous, you must give the author's last name and the page number. If you are using more than one work by the same author, also give a shortened form of the title.

Bibliography entries are given in alphabetical order by the last name of the author or editor. When there is no author or editor listed, the first word (except "a," "an," or "the") of the first item in the entry (usually a title) is put in alphabetical order with the other entries. For more than one work by the same author or editor, give the full name for the first entry, but for the second and subsequent entries substitute an 8-space underscore (_____). For a sample bibliography, see Appendix C.

Examples of citations from various types of sources:
The following are models for footnotes/endnotes and bibliography entries for the most commonly cited types of sources. For information on how to cite sources not covered below, see Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, or *The Chicago Manual of Style*, 15th edition.

Each of the following examples gives a sample footnote (and, in the first example, also an endnote), then a bibliography entry.

Book with one author:
Sample footnote:

¹Philip Jenkins, *The Next Christendom: The Coming of Global Christianity* (New York: Oxford University Press, 2002), 9.

Sample endnote (or footnote with non-superscript number):

1. Philip Jenkins, *The Next Christendom: The Coming of Global Christianity* (New York: Oxford University Press, 2002), 9.

> ➢ Endnotes are identical to footnotes, except for their placement (at the end of the paper rather than at the bottom of each page), and sometimes the number placement (endnote numbers are on the line, while footnote numbers may either be on the line or superscript). From this point, only footnote examples with superscript numbers will be given.

Corresponding bibliography entry:

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press, 2002.

Electronic book (first published in print, then scanned and accessed through a database):

[1]Charles Dickens, *A Christmas Carol* (Project Gutenberg, 2007), 37. http://www.gutenberg.org/files/24022/24022-h/24022-h.htm

Dickens, Charles. *A Christmas Carol*. Project Gutenberg. http://www.gutenberg.org/files/ 24022/24022-h/24022-h.htm

> ➢ If the book's original publication information is provided by the database, you may include it.

Book with two or three authors:

[1]J. Richard Middleton and Brian J. Walsh, *Truth is Stranger than it Used to Be: Biblical Faith in a Postmodern Age* (Downers Grove, IL: Intervarsity Press, 1995), 171.

Middleton, J. Richard, and Brian J. Walsh. *Truth is Stranger than it Used to Be: Biblical Faith in a Postmodern Age*. Downers Grove, IL: Intervarsity Press, 1995

> ➢ In the bibliography, invert (last name first) the name of only the first author.

Book with four or more authors:

[1]Wilfred L. Guerin et al., *A Handbook of Critical Approaches to Literature*, 4th ed. (Oxford: Oxford University Press, 1999), 269.

Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham. *A Handbook of Critical Approaches to Literature*. 4th ed. Oxford: Oxford University Press, 1999.

> ➢ "et al." is the abbreviation for Latin "et alia," which means "and others." In Chicago style, both "et al." and "and others" are acceptable.

Edited collection:

[1]Denis R. Janz, ed., *A Reformation Reader: Primary Texts with Introductions* (Minneapolis: Fortress Press, 1999), 109.

Janz, Denis R., ed. *A Reformation Reader: Primary Texts with Introductions*. Minneapolis: Fortress Press, 1999.

> ➢ For a book with more than one editor, follow the examples above for more than one author, adding the abbreviation "eds." after the names.

Essay or other selection in an edited compilation or anthology:

[1]Brian Leftow, "The Eternal Present," in *God and Time: Essays on the Divine Nature*, ed. Gregory E. Ganssle and David M. Woodruff (Oxford: Oxford University Press, 2002), 23.

Leftow, Brian. "The Eternal Present." In *God and Time: Essays on the Divine Nature*. Edited by Gregory E. Ganssle and David M. Woodruff, 21-48. Oxford: Oxford University Press, 2002.

> ➢ The numbers 21-48 in the bibliography entry represent the full range of pages on which the essay appears, whereas the page number given in the note is the specific page cited.

Edition other than the first:

[1]Everett Ferguson, *Backgrounds of Early Christianity*, 2d ed. (Grand Rapids, MI: Eerdmans, 1993), 257.

Ferguson, Everett. *Backgrounds of Early Christianity*, 2d ed. Grand Rapids, MI: Eerdmans, 1993.

Book in a multi-volume work:

[1]Alister E. McGrath, *A Scientific Theology*, vol. 2, *Reality* (Grand Rapids, MI: Eerdmans, 2002), 58.

McGrath, Alister E. *A Scientific Theology*. Vol. 2, *Reality*. Grand Rapids, MI: Eerdmans, 2002.

> ➢ "*A Scientific Theology*" is the overall title of the three-volume work, and "*Reality*" is the title of the second volume.

Book in a series:

¹C. Stephen Evans, *Faith Beyond Reason: A Kierkegaardian Account*. Reason and Religion. (Grand Rapids, MI: Eerdmans, 1998), 85.

Evans, C. Stephen. *Faith Beyond Reason: A Kierkegaardian Account*. Reason and Religion.
   Grand Rapids, MI: Eerdmans, 1998.

> ➢ The series title comes after the book title, and is not italicized or underlined. If the books
>   in the series are numbered, give the volume number after the series title.

Journal article accessed in print:

¹Gary J. Kornblith, "Rethinking the Coming of the Civil War: A Counterfactual Exercise,"
Journal of American History 90, no. 3 (2003): 99.

Kornblith, Gary J. "Rethinking the Coming of the Civil War: A Counterfactual Exercise." *Journal
   of American History* 90, no. 3 (2003): 76-105.

> ➢ The numbers 76-105 in the bibliography entry represent the full range of pages on which
>   the essay appears, whereas the page number given in the note is the specific page cited.

Journal article available in print but accessed electronically, with DOI:

¹ Ronald Fadel and Ilya Sega, "The Communication Cost of Selfishness," *Journal of
Economic Theory* 144, no. 5 (2009): 1898. doi: 10.1016/j.jet.2007.09.015

Fadel, Ronald, and Ilya Sega. "The Communication Cost of Selfishness." *Journal of Economic
   Theory* 144, no. 5 (2009). doi: 10.1016/j.jet.2007.09.015

> ➢ In 2003, the Chicago Manual of Style anticipated the widespread use of the DOI, or
>   Digital Object Identifier, the number assigned to an electronic article in order to facilitate
>   its identification and retrieval. Not all journals provide DOI's, which may be found on the
>   top of the article's first page, and/or on a citation or abstract page from a database. When
>   there is a DOI it should be given, and Chicago style allows that it may take the place of
>   the page number range in the bibliography entry.

Journal article accessed electronically through a database, no DOI:

¹, Doyle, Mary C., "From Desegregation to Resegregation: Public Schools in Norfolk,
Virginia 1954-2002 ." *The Journal of African American History* 90 (2005): 81.

http://www.jstor.org/stable/20063976

Doyle, Mary C. "From Desegregation to Resegregation: Public Schools in Norfolk, Virginia
1954-2002 ." *The Journal of African American History* 90 (2005): 64-83.
http://www.jstor.org/stable/20063976

> ➢ You do not necessarily need to provide a URL if the article was accessed via a database;
> however, this stable URL facilitates location of the online source.
> ➢ At the end of the note and bibliography entry, add the date you accessed the article only if
> the material is time-sensitive.

Newspaper article:

[1]Hugh Winsor, "Tight Race Creates Dilemma for Clarkson," *Globe and Mail* (Toronto).
24 June 2004.

> ➢ Articles (a, an, the) at the beginning of newspaper titles are omitted (i.e., *Globe and Mail*,
> not *The Globe and Mail*.
> ➢ In Chicago style, newspapers articles are not normally listed in a bibliography; the footnote
> or endnote is sufficient.
> ➢ For an article accessed online, you may add the URL at the end of the note.

Government Documents:

[1] Bill C-7, *An Act to Amend the Criminal Records Act and to Amend Another Act in
Consequence*, 2d sess., 36th Parliament, 2000 (assented to 30 March 2000), *Statutes of Canada*
[or SC] 2000, c.1.

> ➢   There is an enormous variety of types of government documents. For details on citing
> each type, see *The Chicago Manual of Style*, 17.295-17.335.

Dictionary or encyclopedia entry when the author of the entry is not given:

[1]*Chambers Biographical Dictionary*, 5th ed., s.v. "Eisenhower, Dwight David," 470.

> ➢ With well-known dictionaries and encyclopedias, you may omit the city and publisher.
> Include either the edition number or the copyright date if this is an edition other than the
> first. Normally in Chicago style, well-known dictionaries and encyclopedias are not listed
> in the bibliography; however, if you are uncertain, it is better to include it. "s.v." stands for
> the Latin words "sub verbo," meaning "under the word." If the entry extends over more
> than one page, include the page number in your citation.
> ➢ Online encyclopedias are often updated frequently; therefore, conclude your note with the
> URL of the entry and the date accessed.

Dictionary or encyclopedia entry when the author of the entry is given:

[1]Paul Rigby, "Original Sin," in *Augustine through the Ages: An Encyclopedia*, ed. Allan D. Fitzgerald (Grand Rapids, MI: Eerdmans, 1999), 612.

Rigby, Paul, "Original Sin." In *Augustine through the Ages: An Encyclopedia*. Edited by Allan D. Fitzgerald, 607-614. Grand Rapids, MI: Eerdmans, 1999.

> ➢ Because this is not yet a widely-known encyclopedia, the publication information is included in the footnote, and a bibliography entry is provided.
> ➢ Many online encyclopedias are often updated frequently; therefore, if you used an online version, conclude your note and bibliography entry with the URL of the entry and the date accessed.
> ➢ The entry "Original Sin" begins on page 607 and ends on page 614; this page range is given in the bibliography. In the note, however, only the page number which is cited (in this case page 612) is given.

Book review:

[1]Melvyn P. Leffler, review of *At Home and Abroad: Identity and Power in American Foreign Policy*, by Henry H. Nau. *International History Review* 26 (March 2004): 222.

Leffler, Melvyn P. Review of *At Home and Abroad: Identity and Power in American Foreign Policy*, by Henry H. Nau. *International History Review* 26 (March 2004): 221-223.

The Bible:

[1]1 Cor 13:1-2 NIV.

New International Version of the Holy Bible. Grand Rapids, MI: Zondervan, 1984.

> ➢ Publication information for the Bible is given in the bibliography, but not in the notes.
> ➢ A list of abbreviations for books of the Bible can be found in *The Chicago Manual of Style*, or use the list at the beginning of your Bible; do not invent abbreviations!
> ➢ The translation you are citing should be indicated, especially if you use different ones throughout your essay.

Introduction, preface, or foreword by someone other than the author of the book:

[1]Alexander Smellie, introduction to *The Religious Affections*, by Jonathan Edwards (1746; Reprint, Edinburgh: Banner of Truth Trust, 1986), 13.

Smellie, Alexander. Introduction to *The Religious Affections*, by Jonathan Edwards. 1746;
    Reprint, Edinburgh: Banner of Truth Trust, 1986.

> ➢ 1746 is the original publication date of *The Religious Affections*, while the modern reprint
> here cited was published in 1986.

Quotation from one work in another work:

The normal practice, especially in History essays, is as follows:

[1]Thomas F. Torrance, quoted in Roger E. Olson, *The Mosaic of Christian Belief* (Downers
Grove, IL: InterVarsity Press, 2002), 130-131.

Olson, Roger E. *The Mosaic of Christian Belief*. Downers Grove, IL: InterVarsity Press, 2002.

However, if full publication information is required for both your source and the source it quotes,
use the following format:

[1]Thomas F. Torrance, *Space, Time, and Incarnation* (New York: Oxford University Press,
1969, 74-75; quoted in Roger E. Olson, *The Mosaic of Christian Belief* (Downers Grove, IL:
InterVarsity Press, 2002), 130-131.

Torrance, Thomas F. *Space, Time, and Incarnation*. New York: Oxford University Press, 1969,
    74-75. Quoted in Roger E. Olson, *The Mosaic of Christian Belief*, 130-131, n 14.
    Downers Grove, IL: InterVarsity Press, 2002.

Web site:

[1]Discovery Communications, "Animal Planet," *Discovery.com*, http://animal.discovery.com/

Discovery Communications. "Animal Planet." *Discovery.com*. http://animal.discovery.com/.

> ➢ If an individual is identifiable as the author of the site, give his or her name in the first
> position.
> ➢ If there is a name for the page you have cited, give both it and the site name. In the
> example above, "Animal Planet" is the name of the page, and "Discovery.com" is the name
> of the whole site.

Note   Anyone can publish a web site on the internet; unlike most books and journals, it
does not have to go through any sort of editorial process. The information on
web sites may thus be unreliable, and you should not rely too heavily upon them
in your research. If you do choose to use web sites, try to ascertain that they are
published by a reputable organization or individual.

CD-ROM:

[1]Bruce A. Metzger, et al., eds., *Word Biblical Commentary: The Top Five Volumes Edition* (Nashville: Thomas Nelson, 1999) [CD-ROM].

Metzger, Bruce A., et al., eds. *Word Biblical Commentary: The Top Five Volumes Edition*.
    Nashville: Thomas Nelson, 1999. CD-ROM.

> ➢ If the CD-ROM provides page numbers, include the relevant one(s) in your footnote or endnote.

DVD or Videocassette, no director or performers indicated:

[1]*William Wilberforce*. (Worcester, PA: Gateway Films/Vision Video, 1992), videocassette.

William Wilberforce. Worcester, PA: Gateway Films/Vision Video, 1992. Videocassette.

DVD or Videocassette, director and/or performers indicated:

[1]*Hamlet*, dir. Laurence Olivier, perf. Laurence Olivier, Eileen Herlie, Basil Sydney, Jean Simmons, Felix Aylmer, Norman Wooland, and Terence Morgan. 1948. (MGM, 2000), videocassette.

Hamlet. Directed by Laurence Olivier. Performed by Laurence Olivier, Eileen Herlie, Basil
    Sydney, Jean Simmons, Felix Aylmer, Norman Wooland, and Terence Morgan. 1948.
    MGM, 2000. Videocassette.

8. GLOSSARY OF TERMS

APA: The American Psychological Association. This scholarly association publishes its own style guide, *The Publication Manual of the American Psychological Association*, which provides conventions for essays in most social science disciplines (eg., Psychology, Sociology, Social Work).

Bibliography: in Chicago style, normally the alphabetical list (at the end of an essay or book) of all works quoted or otherwise referred to in the essay or book. Unless your professor says otherwise, your bibliography should contain only items which you have actually cited in your essay. For a sample bibliography, see Appendix C. "Bibliography" also has the more general meaning of a list of books, articles and other resources. Such lists, which may serve as research tools, appear in the form of monographs (individual books), lists in articles and books, and special editions of periodicals, as well as in various electronic formats.

Chicago style: the conventions of *The Chicago Manual of Style* (and Turabian's *Manual for Writers*). While provision is made in Chicago style for author-date parenthetical references and a reference list, "Chicago style" throughout this *Guide* implies footnotes/endnotes and a bibliography.

Citation: a reference, in parentheses, footnote, or endnote, to a source of a quotation, idea or fact.

Convention: the way something is normally done. Essay writing has certain conventions which tend to apply in all disciplines (fields of study). For example, all essays should contain an introduction (with a thesis statement), body paragraphs, and a conclusion. However, some conventions are specific to certain disciplines. For example, subtitles are used in essays in some disciplines, but not in others. Also, each major style guide (MLA, APA, and Chicago) has its own conventions for referencing sources and other details of the essay.

Digital Object Identifier (DOI): the number assigned to an electronic article or other document in order to facilitate its identification and retrieval. The DOI system is relatively new, and not every electronic article has a DOI.

Discipline: a field of academic study, e.g., Biblical Studies, Business, English, Psychology.

Documentation: the systematic acknowledgement of every source used in your essay. Two components are required: 1) Parenthetical references (MLA and APA styles) or footnotes or endnotes (Chicago), and 2) a works cited list (MLA), reference list (APA), or bibliography (Chicago).

Endnote: in Chicago style, a citation given with all the others in a separate list at the end of the essay or book (just before the bibliography), or at the end of each chapter. An endnote can also appear in MLA, APA, or Chicago styles when it is required for giving information other than the source of a citation. Endnotes are numbered sequentially in the order in which they appear in the essay, chapter, or book.

Footnote: in Chicago style, a citation given at the bottom of the page. A footnote can also appear in MLA, APA, or Chicago styles when it is required for giving information other than the source of a citation. Footnotes are numbered sequentially in the order in which they appear in the essay, chapter, or book. See section 7 for sample footnotes for various sources, and Appendix C for sample essay pages with footnotes.

Journal: a periodical containing articles normally written by academics or other professionals and intended largely for academic or other professional readers. See also "Peer-reviewed journal."

Magazine: a periodical intended for a popular (rather than academic) reading audience.

MLA: The Modern Languages Association. This scholarly association publishes its own style guide, the *MLA Handbook*, which provides conventions for essays in many arts and humanities disciplines, especially literature.

Parenthetical citation/reference: a citation appearing in an essay, right after a quotation, summary, or paraphrase. Both MLA and APA styles use parenthetical citations, but there are differences in what is included in the parentheses. See section 5 and Appendix A for sample parenthetical citations in MLA style. See section 6 and Appendix B for sample citations in APA style.

Peer-reviewed journal [also known as "refereed journal"]: a journal which sends article manuscripts to expert reviewers (sometimes referred to as "readers") for evaluation and suggestions for revisions. A list of advisory board members and/or external reviewers at the front of a journal often indicates that its articles are peer-reviewed; the instructions for submission of manuscripts may also indicate this. These instructions are usually found either in the front of the journal, or on the official website of the journal or of the scholarly association which publishes it. Peer-reviewed journals are normally considered to be more reliable sources of academic information than non peer-reviewed journals.

Periodical: a publication which is published on a regular (usually daily, weekly, bi-weekly, or monthly) basis. Newspapers, magazines, and journals are all periodicals.

Plagiarism: use of any ideas and/or wording which are not your own, without full documentation. Plagiarism is an academic offence and will not be tolerated; *any* amount could result in your receiving a grade of zero on an essay, and even on the entire course.

Primary source and secondary source: a primary source is a document or other material which is the first point of access to a fact or idea, whereas a secondary source analyzes or comments, either directly or indirectly, upon a primary source or sources (and often also upon other secondary sources).   The designations "primary" or "secondary" are to a certain extent contextual; however, some examples may serve to indicate the nature of each. The Bible is a primary source, but commentaries and all other biblical scholarship are secondary sources. If you were writing an essay about World War Two, a textbook or a scholarly article or book on the subject would be considered a secondary source. By contrast, an eye-witness account of a concentration camp, written by a survivor, would be considered a primary source. In literature classes, poems, stories/novels, and plays are considered primary sources, as are any other documents (such as letters, diaries, autobiographies) written by the author(s) you are working on, or by other authors who are not writing about the literature you are writing about. In the social sciences, data constitute primary sources, but once analyzed and published, the publications are secondary sources.

Reference list: in APA style, the alphabetical list (at the end of an essay or book) of all works quoted or otherwise referred to in the essay or book. See Appendix B for a sample reference list.

Secondary source: See "primary source and secondary source."

Source: a source of a quotation, idea, or fact used in an essay or book. Sources are varied, and can include print media such as books and journal articles, electronic media such as web sites and CD-ROM's, works of art such as paintings and photographs, and verbal communications such as interviews and lectures. See also "primary source and secondary source."

Style guide: a manual of proper formatting, documentation, and other writing conventions. The style guides referred to throughout this guide are the *MLA Handbook*, *The Publication Manual of the American Psychological Association* (APA style), *The Chicago Manual of Style*, and *A Manual for Writers of Term Papers, Theses, and Dissertations* (a digest of Chicago style). See page 2 for full bibliographic information for these publications. Style guides are revised every few years; be sure to consult the latest editions.

Superscript number: a small, raised number after a quotation or paraphrase, indicating a footnote or endnote. The number preceding the footnote itself may be superscript (in which case there is no period after it), or it may be on the line (in which case it is followed by a period). Endnote numbers are not normally superscript.

Turabian: Kate L. Turabian, the author of *A Manual for Writers of Term Papers, Theses, and Dissertations.*

Works cited list: in MLA style, the alphabetical list (at the end of an essay or book) of all works quoted or otherwise cited in the essay or book. See Appendix A for a sample works cited list.

APPENDIX A:
SAMPLES FROM AN ESSAY IN MLA STYLE

The following three pages provide models for formatting and documenting a student essay in MLA style. These are non-consecutive pages taken from an essay by Elizabeth Pettigrew, and the ideas therein are not to be used without permission of the author.

The first page shows how to format the first page of an essay, and also contains one citation from a secondary source. The second page, taken from later in the same essay, shows how to cite poetry (a primary source), and how to format a block quotation. It also gives some more citations from secondary sources. The third page is a sample works cited list; it includes entries for the works cited in the two sample essay pages, as well as for those cited in the rest of the essay.

The next three pages of this appendix are numbered to reflect their positions in the student essay, not in this *Essay Guide*.

Elizabeth Pettigrew

Mailbox #98765

Professor P. Sears

15 April 2004

The Theme of Alchemy in "The Elixir" and "Love's Alchemy"

By the seventeenth century, the notion of alchemy, with its strange mix of fact and falsehood, science and mysticism, had been intriguing human beings for centuries. The Philosopher's Stone, the Elixir and the magical transformation of base metals into gold were well known concepts in Renaissance culture. This common knowledge was reflected in the literature of the time. The idea of alchemy was given a variety of treatments, ranging from serious writings on the subject to works that were openly mocking of the alchemists' dubious claims. Poets writing on widely differing themes sometimes used alchemy as a common metaphor in their works. In both Herbert's "The Elixir" and Donne's "Love's Alchemy," alchemy is used as a metaphor or simile, in one case as an earnest look at spiritual truths and in the other as a cynical exploration of human love.

In order to understand how the alchemy conceit is used in "The Elixir" and "Love's Alchemy" it is important to have some basic knowledge of what alchemy was and how it would have been understood in the seventeenth century. It is impossible to pinpoint exactly when or where alchemy had its origins. Andrea Aromatico notes that documents suggesting alchemistic ideas have been found dating back as far as ancient Egypt (14). The concept seemed to be fairly widespread, appearing in ancient texts from China, India, and Mesopotamia, and later in Greek, Latin, and Arabic manuscripts (Aromatico 14).

Christina Malcolmson points out that the sanctification of the lowly action depends upon the speaker's relationship with Christ:

> The tincture in Herbert's poem, "for thy sake" (15), is the means by which religious feeling is united with social action, as well as the way in which holiness counteracts personal self-interest; the speaker serves Christ, his master, rather than himself or a specific human patron in his particular calling. This structure of identity claims to free one from hierarchical evaluations of worth; the lowly acts of the servant in the fifth stanza become as valuable as gold when performed for Christ. (170)

The poem's final stanza begins, "This is the famous stone/ That turneth all to gold" (Herbert 21-22). Referring to the famous Philosopher's Stone creates a powerful metaphor for the ideas presented in stanzas four and five of partaking of the redemptive work of Christ and performing all your actions as to Him. Aromatico notes that alchemists viewed it as the greatest possession in the natural world. It was capable of making gold, a substance which spiritually stood for wisdom and allegorically stood for purity that never tarnished (67). The Philosopher's Stone was looked upon as a divine gift and achieving it meant there was nothing left for a person to learn or desire (Aromatico 70). As Richard Strier states, Herbert was pointing out that the precious thing capable of turning all to gold was "not a substance but an attitude" (207).

Herbert's attitude toward alchemy is serious, not in that it is a fusion of Christian beliefs with the spiritualism of the alchemists, but in the fact that it is not mocking. Herbert uses alchemy in this way to create an image for an abstract spiritual truth he wished to communicate. The alchemy image is used in a totally different way in John Donne's "Love's Alchemy." The simile is based on his mocking and openly doubtful attitude towards the alchemists' claims. Making the alchemist a figure of ridicule or satire was not at all unusual for writers of that time (Bloom 34).

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APPENDIX B:
SAMPLES FROM AN ESSAY IN APA STYLE

The following three pages provide models for formatting and documenting a student essay in APA style. These pages are taken from an essay by Ryan Matulewicz, and the ideas therein are not to be used without permission of the author.

The first page of this appendix shows how to format a title page. The second page shows citations from sources. The third page is a sample references page; it includes entries for the works cited in the sample essay page, as well as for others cited elsewhere in the essay.

The next three pages of this appendix are numbered to reflect their positions in the student essay, not in this *Essay Guide*.

Personality Disorders,

With a Focus on Borderline Personality Disorder

Ryan Matulewicz

Mailbox #6789

PSYC 3213

Professor Malcolm

April 5, 2004

Currently ten personality disorders are described within the DSM-IV, each of which falls into one of three clusters. Cluster A, encompassing paranoid, schizoid, and schizotypal personality disorders, is defined by a continued tendency to be overly suspicious of other people's motives and actions (Oltmanns, Emery, & Taylor, 2002). Antisocial, borderline, histrionic, and narcissistic personality disorders are found within cluster B, all of which are expressed through dramatic and overly emotional behaviour, as well as difficulty sustaining interpersonal relationships. Social anxiety and fearfulness bind together cluster C personality disorders, consisting of avoidant, dependent, and obsessive-compulsive personality disorders.

One of the main controversies encountered when studying personality disorders is in determining whether or not personality disorders are categorically different from normal personality traits. In a taxometric study of borderline personality disorder (BPD), the current thinking is that if BPD varies significantly from extremes of normal personality, there will be distinct differences between individuals with and without BPD (Rothschild, Cleland, Haslam, & Zimmerman, 2003). However, if BPD is an extreme variant of normal personality, then "BPD represents an ill-defined region on a trait dimension" (Rothschild et al., 2003, p. 657).

What Rothschild et al. are implying is that there may be a more efficient way of categorizing personality disorders. The proposed new perspective is often referred to as the dimensional model of personality disorders, and is supported by several researchers studying personality disorders (Rothschild et al., 2003). The perspective taken on personality is important because a categorical classification implies a specific causal factor, whereas a dimensional representation implies the combination of many different causal factors (Rothschild et al., 2003).

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APPENDIX C:
SAMPLES FROM AN ESSAY IN CHICAGO STYLE

The following four pages provide models for formatting and documenting a student essay in Chicago style, with footnotes. If your professor prefers that you use endnotes, follow the guidelines on page 31 above, and consult *The Chicago Manual of Style* or Turabian's *Manual for Writers* for more information. These pages are taken from an essay by Al Hounsell, and the ideas therein are not to be used without permission of the author.

The first page of this appendix shows how to format a title page. The second and third pages show how to cite primary and secondary sources. Note that the first time a work is cited, a full footnote is given, whereas a short form is used in subsequent notes (see page 32 above, and consult *The Chicago Manual of Style* or Turabian's *Manual for Writers*). The fourth page is a sample bibliography page; it includes entries for the works cited in the two sample essay pages, as well as for others cited elsewhere in the essay.

The next four pages of this appendix are numbered to reflect their positions in the student essay, not in this *Essay Guide*.

Schwenk-Who?

Caspar Schwenckfeld's Minimal Influence on Sixteenth-Century Europe

Al Hounsell

Mailbox # 8765

HIST 3313

Professor Heath

April 13, 2004

Schwenckfeld later describes such an encounter in the following terms:

> Christ, the incarnate Word [became] flesh in [me] in a spiritual manner. This means no less than his birth and formation in [me]. By faith he [was] ingrafted to dwell in [my] heart. In the same way he [indwelled my] flesh. He [made] it to conform to his, and [recreated] it.[1]

This strong emphasis on an inward spirituality or an "inward grasp" of the Gospel over-against a superficial understanding of the "alphabetical promises of salvation"[2] characterized Schwenckfeld's theology and practice throughout the following years of his life. That his experience of this divine, inward renewal was mediated through the writings of Martin Luther[3] also colored many of Schwenckfeld's later writings and dialogues with the German reformer.

Because of Schwenckfeld's strong connections with Duke Friedrich II, he and his companions were able to move the Duke to distribute a mandate for the Reformation. This proved rather effective throughout Silesia and marked Schwenckfeld and his followers as integral pieces to the advancement of reform in the increasingly Germanic land. Caspar, from this time, preached itinerantly "for some years before lords, bishops, princes and a great multitude of the people."[4] Feeling part of the larger Reformation movement, his group also dialogued with other centers of reform such as Breslau and Königsberg. Before Schwenckfeld's key theological

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[1] Caspar Schwenckfeld, *Corpus Schwenckfeldianorum*, ed. C.D. Hartranft, E.S. Johnson, and S.G. Schultz. 19 vols. (Vols. 1-15. Leipzig: Breitkopf and Härtel, 1907-39. Vols. 15-19. Pennsburg, Pa.: Board of Publication of the Schwenkfelder Church, 1959-61), 5.425.23-28. Cf. Edward J. Furcha, *Schwenckfeld's Concept of the New Man* (Pennsburg: The Board of Publication of the Schwenkfelder Church, 1970), 40.

[2] Schwenckfeld, *Corpus*, 2:26-105. Cf. Jones, 66.

[3] Even in spite of Luther's eventual harsh insults directed toward Schwenckfeld, the Silesian never forgot the origins of his spiritual encounter.

[4] Cf. Horst Weigelt, "Caspar von Schwenckfeld," in *Profiles of Radical Reformers*, ed. Hans-Jürgen Goertz (Kitchener: Herald Press, 1982), 215. The exact dates of Schwenckfeld's preaching endeavors are not entirely certain. Weigelt, as noted by McLaughlin [R. Emmet McLaughlin, *Caspar Schwenckfeld: Reluctant Radical* (New Haven: Yale University Press, 1986), 23], is likely closest to the truth, dating his preaching to the printed *Address to the Sisters of the Convent at Naumburg am Queiss*, 1523 (*Corpus*, 1.117-24). The location of Schwenckfeld's preaching is also somewhat unclear. It is certain, however, that his audiences did consist of lords, bishops, and princes, often in large public gatherings (*Corpus*, 14.290.20-33; Cf. McLaughlin, 23).

positions became more widely known, he and his followers, by virtue of their notable connections with the German reformation, were functionally indistinguishable from like-minded Lutheran groupings. In fact, in 1522, due to the severe edict of King Louis of Hungary against Luther and his followers, Ambrosius Creusing, a member of Schwenckfeld's study group, was arrested for teaching heretical Lutheranism – a designation indicative of the clear ties between the Silesian group and the German reforms. McLaughlin underscores Schwenckfeld's initial support and identification with the Lutheran cause, noting, "Schwenckfeld, in his devotion to the gospel, in his confidence in the success of its dissemination, and in his expectations of its beneficent effects, was one of Luther's most faithful and successful followers in Silesia."[5] It is clear that the Silesian nobleman could well have been a noteworthy proponent of Luther and the German reformation's influence in Silesia. However, as reforms went forward, Schwenckfeld gradually began to break from the rising Lutheranism of his day.

First of all, Schwenckfeld, despite the continual urgings of his contemporaries,[6] would not commit to any of the established church structures of his day. He saw the church as primarily a spiritual body comprising true believers from every sector of the Christian church. Against the Lutherans Schwenckfeld argued that surely the parents of Protestants, though still associated with the "Catholic" church, would be considered genuine believers by these same Protestants.[7]

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[5] McLaughlin, 23.

[6] See George Hunston Williams, *The Radical Reformation*, Sixteenth-Century Essays and Studies, vol. 15 (Ann Arbor, MI: Edwards Brothers, 1992), 385: "The city Reformers insisted that Schwenckfeld identifiy himself with and established parish, whereupon he replied as spokesman of the invisible Church: 'To my mind, I am one with all churches in that I pray for them, in that I despise none, because I know that Christ the Lord has his own everywhere, be they ever so few.'"

[7] Williams, *Radical Reformation*, 385.

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