



SHSST Style Manual: A Guide to Style, Formatting, and Citations

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I. Introduction to the Style Manual (2014 revision)

The Sacred Heart Seminary and School of Theology (SHSST) Style Manual is a ready-reference guide to the basic style, formatting, and citation method of an academic paper. The Style Manual is the standard to be followed for all papers at SHSST insofar as it applies, and should be used properly and consistently. Content was adapted from a compilation of elements found in "Saint Francis Seminary Style Sheet: A Guide to Citation and Format" and "Mundelein Seminary Writer's Style Manual." It is ultimately dependent upon the eighth edition of *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian (*Turabian*).

This Style Manual is not intended as a complete substitute for *Turabian*. For any style issues not discussed in the SHSST Style Manual, you are expected to consult *Turabian*. Numerous copies of *Turabian* are available in the library. Thorough familiarity with the *Turabian* citation method and format is an expectation of all students enrolled at SHSST.

SHSST uses the *Turabian* parenthetical author-date citation format rather than other possible formats and citation styles (e.g., footnotes, the APA, the MLA, and the AMA) because of its adaptability to the disciplines associated with the field of theological studies. It is important to note, however, that the eighth edition of *Turabian* is dependent on and conforms to the 16th edition of the *Chicago Manual of Style*.

Style Manual Navigation. There are two ways to quickly find information you are looking for in this Style Manual. The first is the Interactive Index, which can be accessed by clicking on the "**Interactive**" link wherever it appears. Answering two or three simple questions will take you to the exact location in the Style Manual that has the information you need. The other way is the Detailed Table of Contents, which can be accessed by clicking on the "**T of C**" link wherever it appears. In order to move back to a previous location after clicking a link, type [Alt]-[left arrow].

[Click here for information on inclusive language.](#)

[Click here for information on plagiarism.](#)

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II. Style: The basic structure of a paper

One of the fundamental differences between an undergraduate and graduate-level paper is that undergraduate papers are often limited to accurately reflecting and representing what experts in a given field are saying and doing. Graduate-level papers additionally enter into a critical dialogue with these experts and offer evaluations and further insights. Mastering the skill of writing a competent graduate school paper requires patience and practice. Using the proper format and citation style is part of the necessary skills needed for the process.

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Thesis

Most academic writing, whether a research paper, exegesis, reflection, or book review, will have a main insight, sometimes called a thesis or, in *Turabian* (5.3) a claim.. A thesis is a one-sentence statement of that which is to be elaborated upon or demonstrated by the paper. It must be a complete sentence. It is not a statement of the topic (“This paper is about faith in Vatican II”) or a statement of method (“I am going to look at three characteristics of faith.”). The thesis is usually at the end of the first paragraph. Although a thesis is sometimes not stated in popular writing, it should be explicit in academic writing.

Examples

“To engage in the lay apostolate, we need training and community.”

“The involvement of radicals in the 1968 campaign doomed Humphrey’s presidential aspirations.”

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Paragraph

A paragraph is a series of sentences united around one main point. A paragraph is usually at least three sentences long. Most paragraphs should be at least five sentences long, unless they are transition paragraphs.

Topic sentence

The main point of a paragraph is stated in a topic sentence. The topic sentence is usually the first or second sentence in the paragraph. It can be the last sentence to increase the rhetorical impact, but this should be done sparingly.

Style: The basic structure of a paper

A topic sentence has (1) a subject, (2) a linking verbal phrase, and (3) a controlling idea (the object of the verb):

“(1) Early Christians (2) were disconcerted when (3) the Parousia didn’t happen right away.”

The other sentences in the paragraph are supporting sentences. They should not introduce new ideas. Rather, they should provide the support for the main point (topic sentence). Supporting sentences can be:

- a) steps in an argument
- b) quotations, properly integrated and cited
- c) illustrations and examples
- d) other evidence, such as statistics, scientific data or historical events.

The supporting sentences should be put in some kind of logical order.

If there is a transition sentence, the Topic Sentence is usually the second sentence in the paragraph.

Sometimes a paragraph ends with a final sentence that adds impact to the paragraph. It can connect the paragraph to the main concern of the paper. It can connect the paragraph to an earlier point. It can show the significance of the point of the paragraph.

If you find more than one topic sentence in a paragraph, it needs to be split into more than one paragraph. If you can’t find a topic sentence, you need to create one.

Example:

[Transition sentence] Derrick admits that Russian might also fulfill the same linguistic function as Latin in a good education, as would Greek. [Topic Sentence] Latin, however, has several advantages. [Supporting sentences] Latin connects the Catholic writer to the great stream of Western literature, both Pagan and especially Christian. It also is the language of western theology and liturgy. Finally, knowledge of Latin helps us understand the current translation of the liturgy better because we can find out what the liturgical texts says in its original language.[closing, impact sentence] And there is the ability to read Cicero’s masterpiece, *De Amicitia* in its original language!

There is some excellent advice on paragraph construction in Strunk and White, *Elements of Style*, fourth edition, p. 15, which is on reserve in the library under Writing Consultation Services.

Introductory Paragraph

The introductory paragraph of the paper has several parts. The first sentence or two is a “hook” that relates the topic to something that would be of interest to the reader. It can be a quote, an observation, a story, a statistic, etc. Then state the problem that you are going to address. After stating the problem, give your thesis sentence. Finally, you may also give a statement of method.

Example:

[hook] When we hear of the ancient heresy of Arianism, we often think of it as irrelevant relics of a different era and culture. [problem] But, is Arianism dead? [thesis] There is a modern religious movement that continues to promote an Arian Christ: Jehovah’s Witnesses. [statement of method] This paper will compare the teachings and practices of Jehovah’s Witnesses with the doctrine of classic Arianism.

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Concluding paragraph

A concluding paragraph may contain any of the following: 1) a more elaborate restatement of the thesis using vocabulary from the paper, 2) a summary of the argument, 3) a suggestion for further reflection or research, 4) an impact sentence that show the significance of the topic, often referring to the “hook” in the introductory paragraph.

[restatement of thesis and summary of argument] The Jehovah’s Witnesses consciously carry on the Arian tradition to our day in their theology, their literature, and their bible translation. [suggestion] Ministers who have a significant contact with Jehovah’s Witnesses would do well to study the works of St. Athanasius, St. Hilary, and other apologists for the divinity of Christ. [impact sentence] As it turns out, old heresies never die.

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Transition sentences

Sometimes the change from one paragraph to the next in a paper seems jarring or abrupt. In that case you can use a transition sentence to ease the reader into the new paragraph.

A transition sentence is sentence at the beginning of a paragraph or section that moves the reader from the previous step to the next step of the discussion or argument. It is based on the organizational structure of your paper. The transition often refers to the point or points of the previous paragraph, while point to the focus of the new one.

Style: The basic structure of a paper

For instance, if you are treating a subject chronologically, you would mention the previous and the next time period. "While the previous century was marked by turmoil in the French church, the next one was a new renaissance."

Other example:

- "Now that we have looked at the human characteristics of the sacraments, we can look at their supernatural qualities."
- "A more persuasive argument was proposed by Eric Farbarker."
- "Purity is not the only significance of the white garment given at baptism."
- "The three important point on which the Catholic and Orthodox agree don't tell the whole story; there are also three important points of disagreement."

It is best to say more in a transition than just "First," "Second," "Third."

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Checklist

Here is a quick checklist to use when you are done with your paper to make sure you didn't miss anything:

- Is there an introductory paragraph and a concluding paragraph?
 - This is even helpful in an essay on a take-home test.
- Does your introduction contain a thesis statement (claim/main point of the paper/essay)?
- Are all of your paragraphs at least three sentences long?
- Do each of your paragraphs have one topic sentence and a few supporting sentences.
- If your paragraphs are long, can you break them up because they have more than one topic sentence?
- Are quotations incorporated well--that is, introduced and interpreted/explained?
- Are quotations, paraphrases, and borrowed ideas properly cited?
- Does each sentence have a subject and a verb?
- Do all your verbs, including "is" and "has," have at least an impersonal subject, such as "it?"
- Is there a reason why you put the paragraphs in the order you did?
- Is there a reason why you put the sentences in the order you did?
- Does each pronoun have one, obvious antecedent?

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III. Basic Format of an Academic Paper

Writing a competent graduate-level paper includes using the proper format and citation style approved by the institution. Attention to these details is essential.

Front Matter

The title page (see [Appendix A](#))

Text

Font, font style, and font size:

Times New Roman, regular 12

Margins:

1 inch at top, bottom and sides

Spacing:

Text is double-spaced; bibliographies, footnotes, itemized lists, and indented block quotes are single-spaced

Page Numbering:

Page numbering begins with first page of text and should appear on the top right or bottom center of the page; do not number the title page

Numbers and Abbreviations:

See *Turabian* Chs. 23 and 24

Spelling and Punctuation:

See *Turabian* Chs. 20 and 21

Quotations:

See *Turabian* Ch. 25

Citation:

The author-date (parenthetical) style citation is the standard citation style used at SHSST.

See [Section V: Citation Styles](#) below for more information.

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Capitalization

See *Turabian* ch. 22. Capitalize all proper nouns and all proper adjectives (adjectives derived from proper nouns). The chart below provides a quick overview of capitalization rules. The information following the chart explains specific or special uses of capitalization.

Days of the week	Sunday, Monday, Tuesday
Months	June, July, August
Holidays, holy days	Thanksgiving, Easter, Hanukkah
Periods, events in history	Middle Ages, the Renaissance
Special events	the Battle of Bunker Hill, Holy Saturday
Political parties	Socialist Party, Republican Party
Official documents	Declaration of Independence, the Dead Sea Scrolls
Trade names	Oscar Mayer hot dogs, Pontiac Sunbird
Formal epithets	Alexander the Great, Augustine of Hippo
Official titles	Mayor Robert Miller, Senator Tom Colburn
Geographical names	Earth, Jupiter, Australia, Ireland, Ohio, Utah, Nile River, the Rocky Mountains, the Far East, El Paso

Nouns which refer to the Supreme Being are capitalized.

God, YHWH, the Lord, the Savior, Allah

Bible and the books of the Bible are capitalized; likewise, the names for other holy books and sacred writings are capitalized. However, when Bible or Scripture is used as adjectives, they are not capitalized (e.g., biblical books, scriptural citations).

Bible, Scripture, Book of Proverbs, Ecclesiastes or Qoheleth, the Koran

Names of the sacraments and various rites of worship are capitalized.

Holy Eucharist, the Rite of Baptism, Liturgy of the Hours, Holy Ordination

“Church” is capitalized when it refers to the institution (i.e., Roman Catholic Church, Lutheran Church), as an abbreviation for the Roman Catholic Church (i.e., the Church), or when it is used to designate a specific parish (e.g., St. Dominic Church). Church is not capitalized when it is used to refer to all Christian denominations or a generalized Christianity (e.g., the church).

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Back Matter

Appendices:

The appendix is a useful device for making available various materials that are relevant to the text but not suitable for inclusion in the body of the paper. (See *Turabian* A.2.3.2.)

Reference List:

The Reference List (bibliography), at the end of the paper, lists full bibliographical information for all the sources (primary and secondary) consulted in the writing of the paper. See [Appendix B](#) and *Turabian* 18.2 for more information on the purpose and format of reference lists. The list is not included in the page count for a paper, even though page numbers are used for this section.

Each item on a Reference List typically has four parts. Items are listed alphabetically, usually by authors' last names:

- Author's name reversed (last, first middle)
- Date of publication
- Title italicized or in quotation marks
- Other facts of publication

Example:

Johnson, Luke Timothy. 1992. *The Acts of the Apostles*. Collegeville: Glazier.

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IV. Written Genres

As a student at Sacred Heart Seminary and School of Theology, you will be expected to write papers in various genres. For example, you will write exegetical papers, reflection papers, research papers, opinion papers, book reviews, homilies, and self-evaluation papers.

Below is a brief description of many of the written genres you will be exposed to in your studies at SHSST. This list is neither exhaustive nor prescriptive. It is recommended that students discuss with the instructor the specific details of any of the written genres that he or she expects for class. The descriptions below are simply suggestions of how to begin envisioning the parameters and expectations of each given genre. Links to a more detailed description of some of the genres are also provided.

Essay:

An essay is an analysis and evaluation of a given subject. Many take-home tests have essay questions. It often requires outside research. An essay paper is characterized by its logically constructed argument about, or a presentation of, a particular topic.

Book Review:

A book review contains a summary and a reflection on the book. The summary includes four elements: 1) purpose, 2) main ideas, 3) central message, and 4) the general outline of the book. The reflection section of the review highlights what some theologians say about the book as well as the student's own thoughts about it. A book review is a type of [essay](#). [More on book reviews](#).

Exegetical Paper:

An exegetical paper is either a diachronic or synchronic method of interpretation. This is a highly specialized genre of writing. The Scripture area professors have developed a specific set of guidelines for writing this type of paper, which is distributed to students whenever an exegesis paper is assigned in a course. [More on exegesis](#).

Integrating Seminar Case Study Paper:

A case study paper includes three elements: 1) the description of a ministerial incident in which the student was personally invested and active (Tell the story--what was said and what happened. Describe one's own involvement, giving some comment on one's feelings and why one acted as one did.); 2) analysis of the case in light of each of the following major areas of the student's academic curriculum (Scripture Studies, Systematic Studies, Church History and Pastoral Studies); and 3) a ministerial response highlighting what the student might do in the future, what was learned from the experience, what needs further study and what might have been done differently. More information on integrating seminar case study papers will be given to you when you begin the process.

Master of Arts Thesis:

The Master of Arts essay demonstrates the student's ability to use sources critically and to engage in theological integration. The student may choose to emphasize either research or theological integration of theory and practice. More on the MA Thesis can be found in the *Master of Arts Program Academic Policies and Procedures* and the *Format Manual for the Master of Arts Thesis*.

Opinion Paper:

An opinion paper is a statement of the writer's position on an arguable subject, a position supported by evidence. An opinion paper is a type of **essay**.

Reflection Paper:

A reflection paper asks a student to "think through" an issue by way of the writing process. It entails an exploration of ideas and their implications, perhaps from a variety of perspectives. Ideally, this is in itself a learning process. Through written engagement with an issue, the student comes to a new and deeper understanding of the issue. It usually does not require research, although any material borrowed from others needs to be properly cited.

Research Paper:

A research paper is an in-depth writing project involving the use of scholarly research material to support the ideas (thesis) in one's paper. It is composed of an introduction (which contains the thesis), a body and a conclusion. A research paper is a type of **essay**.

Self-evaluation Paper:

A self-evaluation paper assesses one's own performance within a given timeframe or on a given subject matter, and is a personal reflection of growth and insights that have been achieved.

Theological Reflection (TR) Paper:

A theological reflection paper analyzes a ministerial incident in light of Catholic tradition (scripture, systematics, church history and pastoral studies). It integrates classroom learning with pastoral application. **More on TR papers.**

Written Homily:

A written homily is a manuscript prepared according to homiletic principles as a preparation for preaching. It differs most significantly from other written genres in that it is intended to be “converted” to oral communication.

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V. Citation Styles

Author-Date (Parenthetical) Style of Citation (*Turabian* Ch. 18)

- **Location.** Insert a parenthetical note where you would place a reference number for a foot- or endnote (i.e., at the end of a quotation, sentence, or clause. *Turabian* 18.3).
- **Punctuation.** The note comes before rather than after any comma, period, or other punctuation mark when the quotation is run into the text (18.3.1, 25.2.1.1).
- **Block quote.** With a block quotation, however, the note follows the terminal punctuation mark (18.3.1, 25.2.2.1).
- **Title:** The title of a book is in italics. The title of an article or chapter is in quotation marks. It is not in italics. All titles are in title capital format. All the words, except such words and “the” and “of” have initial capitals.

The basic structure of the parenthetical citation can be altered in the following situations:

1. You may include in the parentheses only the page number(s) or other locator if readers can readily identify the specific source because you mention the author or title in your text.

Example:

Ernst Cassirer notes this in *Language and Myth* (59 – 60).

2. You can use a shortened title and page number(s) or other locator if readers can readily identify the author from the text and you cite more than one work by that author. (18.3.1)

Example:

According to Furet (*Passing*, 360) “the Second World War completed what the first had begun – the domination of the great political religions over European public opinion.”

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Editorial Footnotes

Footnotes may occasionally be used to include additional discussion which does not belong in the body of the paper, but is germane to the discussion and argument of a text. (18.3.3).

Example:

⁷The importance and difficulty of John 10:30 in early Christological discussions may be surveyed in Pollard 1956-1957, 334-349.

R = T. E. Pollard. 1956-1957. "The Exegesis of John x.30 in the Early Trinitarian Controversies." *New Testament Studies* 3:334-349.

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VI. Sample citations

P = parenthetical entry

R = reference list entry

Books (See *Turabian* 19.1)

Single Author (*Turabian*, Fig. 18.1.1)

P = (Meeks 1983, 62)

R = Meeks, Wayne A. 1983. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven and London: Yale University Press.

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Multiple Authors (*Turabian*, Fig. 18.1.2)

Use this format for two authors.

P = (Evans and Sanders 1993, 79-82)

R = Evans, Craig A. and Jack A. Sanders. 1993. *Luke and Scripture*. Minneapolis: Fortress Press.

Use this format for three authors.

P = (Appleby, Hunt, and Jacob 1994, 135-36)

R = Appleby, Joyce, Lynn Hunt, and Margaret Jacob. 1994. *Telling the Truth about History*. New York: W. W. Norton & Company.

Use this format for four or more authors.

P = (Hall et al. 1987, 114)

R = Hall, Jacquelyn Dowd, Jame Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly. 1987. *Like a Family: The Making*

of a Southern Cotton Mill World. Chapel Hill: University of North Carolina Press.

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Edited or Translated Works (*Turabian* 19.1.1.1-2)

Author and editor or translator (this is usually an older work that has been reissued and edited with a new or revised introduction).

P = (Brownson 1972, 3)

R = Brownson, Orestes. 1972. *The American Republic: Its Constitution, Tendencies, and Destiny*. Edited by Americo D. Lapati. New Haven: College & University Press.

Editor or translator alone. Follow the format provided above for authors, but the abbreviation “ed.” or “eds.” is inserted after a comma that follows the citation of the name(s) in the reference list entry.

P = (Crenshaw et al. 1995, 50)

R = Crenshaw, Kimberle, Neil Gotanda, Gary Peller, and Kendall Thomas, eds. 1995. *Critical Race Theory: The Key Writings That Formed the Movement*. New York: New Press.

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No Author Given

P = (*New Life Options* 1976, 42)

R = *New Life Options: The Working Woman’s Resource Book*. 1976. New York: McGraw-Hill.

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Author's Work Contained in Author's Collected Works (*Turabian* 19.1.5)

P = (Coleridge 1884, 1:18)

R = Coleridge, Samuel Taylor. 1884. *The Complete Works of Samuel Taylor Coleridge*. Vol. 1. *Aids to Reflection*. Edited by W.G.T. Shedd. New York: Harper and Bros.

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Separately Titled Volume in a Multi-Volume Work with a General Title and Editor(s) (*Turabian* 19.1.5)

P = (Albright 1995, 24C:50)

R = Albright, William Foxwell and David Noel Freedman, eds. 1995. *The Anchor Bible*. Vol. 24C. *Joel: A New Translation and Commentary*. Translation and commentary by James Crenshaw. New York: Doubleday.

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Separately Titled Volume in a Multi-Volume Work with a General Title and One Author (*Turabian* 19.1.5)

P = (Wright 1978, 4:67)

R = Wright, Sewall. 1978. *Evolution and the Genetics of Populations*. Vol 4. *Variability Within and Among Natural Populations*. Chicago: University of Chicago Press.

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Edition Other than First (*Turabian* 19.1.4)

P = (Johnson 1999, 116)

R = Johnson, Luke Timothy. 1999. *The Writings of the New Testament: An Interpretation*. 2nd ed. Minneapolis: Augsburg Fortress.

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Essay or Chapter by One Author in a Work Edited by Another (*Turabian* 19.1.9)

P = (Tillich 1952, 663)

R = Tillich, Paul. 1952. “Being and Love.” In *Moral Principles of Action*, edited by Ruth N. Anshen, 661-72. New York: Harper and Bros.

P = (McKenzie 1990, 1285)

R = McKenzie, John L. 1990. “Aspects of Old Testament Thought.” In *New Jerome Biblical Commentary*, edited by Raymond E. Brown, S.S., Joseph A. Fitzmyer, S.J. and Roland E. Murphy, O.Carm. 1284-1290. Englewood Cliffs, NJ: Prentice Hall.

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Periodicals and Reviews

Magazine Articles (*Turabian* 19.3)

P = (Knight 1990, 52)

R = Knight, Robin. 1990. “Poland’s Feud in the Family.” *U.S. News and World Report*, September 10.

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Magazine Articles accessed online (*Turabian* 19.3)

P = (Knight 1990)

R = Knight, Robin. 1990. “Poland’s Feud in the Family.” *U.S. News and World Report*, September 10. Accessed May 6, 2014.
<http://usnews.com/article/1990/09/06/Polands-feud-in-the-family?int=999999>.

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Journal Articles (*Turabian 19.2*)

P = (Baker 1980, 45)

R = Baker, Frank. 1980. "Unfolding John Wesley: A Survey of Twenty Years' Studies in Wesley's Thought." *Quarterly Review* 1, no. 2 (Winter): 44-58.

Interactive | T of C | "back" = [Alt]-[left arrow]

Journal Articles accessed online (*Turabian 19.2*)

P = (Baker 1980, 45)

R = Baker, Frank. 1980. "Unfolding John Wesley: A Survey of Twenty Years' Studies in Wesley's Thought." *Quarterly Review* 1, no. 2 (Winter): 44-58. Accessed May 6, 2014. <http://dx.doi.org/10.1086/657109>.

Interactive | T of C | "back" = [Alt]-[left arrow]

Newspaper Article, Author Given (*Turabian 19.4*)

P = (Camille 1984)

R = Camille, Andre. 1984. "Deciding Who Gets Dibs on Health-care Dollars." *Wall Street Journal*, March 27.

Interactive | T of C | "back" = [Alt]-[left arrow]

Newspaper Article, Author Given, accessed online (*Turabian 19.4*)

P = (Johnson 2014)

R = Johnson, Annysa. 2014. "Jewish educator uses art to stoke fire of spirituality." *Milwaukee Journal Sentinel*. May 5. Accessed May 6, 2014. <http://www.jsonline.com/news/religion/jewish-educator-uses-art-to-stoke-fire-of-spirituality-b99259968z1-258050821.html>.

Interactive | T of C | "back" = [Alt]-[left arrow]

Newspaper Articles, No Author Given (*Turabian* 19.4)

P = (*New York Times* 1990)

R = *New York Times*, National Edition. 1990. "Profile of Marriott Corp."
January 21.

[Interactive](#) | [T of C](#) | "back" = [Alt]-[left arrow]

Reviews (*Turabian* 19.5.4)

P = (Anderson 2001, 147)

R = Anderson, Bernhard. 2001. Review of *The Concept of Biblical Theology: An Old Testament Perspective*, by James Barr. *Journal of Biblical Literature* 120, no. 1 (January): 146-9.

[Interactive](#) | [T of C](#) | "back" = [Alt]-[left arrow]

Reference Works (*Turabian* 19.5.3)

Well-known Reference Work

E.g. *New Catholic Encyclopedia, Sacramentum Mundi*. Be sure to put the edition number, if there is one. If you access the resource online, add the usual access date and url. There will be no entry in the Reference List.

P = (*Encyclopedia Americana* 1963, s.v. "Sitting Bull")

[Interactive](#) | [T of C](#) | "back" = [Alt]-[left arrow]

Specialized Reference Work

A specialized reference work should be treated like a **book**. If the article or chapter is by an author other than the editor, see "[Essay or Chapter by One Author in a Work Edited by Another](#)." If you access the reference work online, add the usual access date and url.

[Interactive](#) | [T of C](#) | "back" = [Alt]-[left arrow]

Ecclesial Documents (Not listed in *Turabian*)

The student may use any edition of the Vatican II documents. Note that paragraph numbers are used for location purposes, rather than page numbers.

Conciliar

Use the initials of the document in text. If you access the document online, add the usual access date and url.

P = (GS 6) [In the first occurrence the council needs to be identified in the text.]

R = Second Vatican Council. 1965. *Pastoral Constitution on the Church in the Modern World. Gaudium et spes* (December 7).

Interactive | T of C | “back” = [Alt]-[left arrow]

Papal

If you access the document online, add the usual name of the web site, access date and url.

P = (OS 3) [in the first occurrence, the author needs to be noted in your text.]

R = John Paul II. 1994. Apostolic Letter, *Ordinatio Sacerdotalis*. Washington, D.C.: United States Catholic Conference.

R = John Paul II. 1994. Apostolic Letter, *Ordinatio Sacerdotalis*. Vatican web page. Accessed April 1, 2016. https://w2.vatican.va/content/john-paul-ii/en/apost_letters/1994/documents/hf_jp-ii_apl_19940522_ordinatio-sacerdotalis.html.

Interactive | T of C | “back” = [Alt]-[left arrow]

Prepapal writings

P = (Wojtyla 1981, 33)

R = Wojtyla, Karol. See John Paul II.

John Paul II [Karol Wojtyla]. 1981. *Love and Responsibility*. New York: Farrar, Straus, Giroux.

Interactive | T of C | “back” = [Alt]-[left arrow]

Episcopal

If the author is an individual, cite it as usual for an individual author. If you access the document online, add the usual web site, access date and url.

P = (Ohmstead) [In the first occurrence the author needs to be identified in the text.]

R = Ohmstead. Apostolic Exhortation “Into the Breach.” Into the Breach. Accessed October 28, 2015. <http://www.intothebreach.net/into-the-breach/>

If the author is corporate, cite the name of the document in text and list under the corporate author in the Reference List. If you access the document online, add the usual access date and url.

P = (*Justice* 43) [In the first occurrence the source needs to be identified in your text; e.g. “Synod of Bishops,” “United States Conference of Catholic Bishops.”]

R = Synod of Bishops, II. 1971. *Justice in the World* (November 30): AAS 43.

R = Synod of Bishops, II. 1971. *Justice in the World*. Catholic Charities of St. Paul and Minneapolis. Accessed, April 1, 2016. <https://www.cctwincities.org/wp-content/uploads/2015/10/Justicia-in-Mundo.pdf>.

Interactive | T of C | “back” = [Alt]-[left arrow]

Curial

If you access the document online, add the usual site name, access date and url.

P = (CDF, LC 554-9)

R = Congregation for the Doctrine of the Faith. 1987. *Instruction Libertatis. Conscientia* (March 22). Priests for Life. Accessed April 1, 2016. <http://www.priestsforlife.org/articles/2637-instruction-on-christian-freedom-and-liberation>.

Interactive | T of C | “back” = [Alt]-[left arrow]

Catechism of the Catholic Church

If you access the document online, add the usual web site, access date and url.

P = (CCC 192) [The “192” refers to the paragraph number, not the page number]

R = *Catechism of the Catholic Church*. 2000. 2nd ed. Washington, DC: United States Catholic Conference.

R = *Catechism of the Catholic Church*. 2000. 2nd ed. United States Conference of Catholic Bishops. Accessed April 1, 2016.
<http://ccc.usccb.org/flipbooks/catechism/index.html#4/z>.

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Internet Sources (*Turabian* 19.7)

Web Sites, including blogs (*Turabian* 19.7.1 – 19.7.3)

Corporate author

P = (NAACP 2002)

R = NAACP. “Legal Affairs.” NAACP Online. Accessed October 1, 2002.
<http://www.naacp.org/programs/legal.html>.

Individual Author

P = (Horton 2014)

R = Horton, Maclin. 2014. “The Ferguson Decision.” *Light on Dark Water*. November 26. Accessed December 2, 2014.
<http://lightondarkwater.typepad.com/lodw/2014/11/the-ferguson-verdict.html>

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Emails (*Turabian* 19.6.3)

P = (Richard Lux, October 1, 2010, e-mail message to author)

R = Not usually cited in a reference list

Interactive | T of C | “back” = [Alt]-[left arrow]

E-Journals (*Turabian* 19.2.8)

P = (Bartholomeusz 1999)

R = Bartholomeusz, Tessa. 1999. “In Defense of Dharma: Just-War Ideology in Buddhist Sri Lanka.” *Journal of Buddhist Ethics* 6, no. 1 (September). Accessed October 1, 2002. <http://jbe.la.psu.edu/6/bartho991.htm>.

Interactive | T of C | “back” = [Alt]-[left arrow]

CD-ROM (*Turabian* 19.5.8)

P = (*Oxford English Dictionary* 2nd ed., s.v. “Glossolalia”)

R = *Oxford English Dictionary*. 2nd ed. 1999. CD-ROM. New York: Oxford University Press.

Interactive | T of C | “back” = [Alt]-[left arrow]

On-line Periodicals (*Turabian* 19.2)

P= (Stokes 1998, 724)

R = Stokes, Mason. 1998. “Someone’s in the Garden with Eve: Race, Religion, and the American Fall.” *American Quarterly* 50, no.4. Accessed October 1, 2002. http://muse.jhu.edu/journals/american_quarterly/v050/SQ4stokes.html.

Interactive | T of C | “back” = [Alt]-[left arrow]

Electronic Books (*Turabian 19.1.10*)

When citing an electronic book or e-Book, the reference must contain the actual type or model of e-Book being used, i.e., Amazon Kindle, Microsoft, Sony, etc., and the location number of the quote since actual page numbers are not created. In addition students must be aware that a professor may request to see the device and examine the quotation. The student must be able to comply with this request.

P = (Laytham 2008, 552)

R = Laytham, D. Brent, ed. 2008. *God Does Not...: Entertain, Play Matchmaker, Hurry, Demand Blood, Cure Every Illness*. Grand Rapids: Brazos Press. Kindle e-Book, locations 552-53.

Interactive | T of C | “back” = [Alt]-[left arrow]

Class Notes and Other Private Sources

Written Notes

P = (Bustos 2009)

R = Bustos, Javier. 2009. Social Ethics. Class handout, Sacred Heart Seminary and School of Theology. Hales Corners, WI. Fall Semester.

Interactive | T of C | “back” = [Alt]-[left arrow]

Verbal Notes (*Turabian 19.6.2*)

P = (Gallam 2009)

R = Gallam, John. 2009. Social Ethics. Verbal notes, Sacred Heart Seminary and School of Theology, Hales Corners, WI. October 4.

Interactive | T of C | “back” = [Alt]-[left arrow]

Personal Communications (*Turabian 19.6.3*)

P = (Richard Lux 2010, personal communication to author, October 1)

R = Not usually cited in a reference list

Interactive | T of C | “back” = [Alt]-[left arrow]

VII. Scriptural References (*Turabian 19.5.2*)

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Citations

When quoting or citing Scripture, place chapter and verse numbers in parentheses in text body.

Genesis	Biblical books are only abbreviated when they are followed by chapter and verse numbers. Biblical books are neither italicized nor underlined.
1 Kings	Arabic numerals are used if a number precedes the biblical book’s name.
First Kings	The word for the numeral (e.g., First) is only used at the beginning of a sentence.
Exodus 15	The biblical book is not abbreviated when only followed by chapter references.
Exod 15:3	Biblical books are abbreviated when followed by chapter and verse numbers.
1 Cor 2:5	a colon between chapter and verse with no space before or after the colon
Eph 2:5, 3, 10	a comma and space between disconnected verses of the same chapter
Gen 3:1-4	a hyphen between consecutive verses of the same chapter,. no spacing
Exod 1:6 – 2:5	an en-dash between consecutive material covered
Psalms 1 – 9	an en-dash between more than one chapter (or more than one psalm)
Isa 2:5, 7; 4:8-9, 12	a semicolon to separate disconnected chapters of the same book
Rom 8:28-29; Col 4:2	a semicolon to separate references to two or more books of the Bible

Standard abbreviations

Bible Translations

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Bible Translations:

When identifying the translation of the Bible that is being used, employ the following (for additional abbreviations, see *Turabian 24.6*)

NRSV New Revised Standard Version
NAB New American Bible
JPS Jewish Publication Society

These abbreviations are inserted after the citation with a space and nopunctuation:

(1 Cor 15:1-5 RNAB)

The following are also acceptable abbreviations:

NT New Testament
OT Old Testament
HB Hebrew Bible
LXX Septuagint
DSS Dead Sea Scrolls

Citations

Standard abbreviations

Interactive | T of C | “back” = [Alt]-[left arrow]

VIII. Writing Respectfully and with Integrity

Inclusive Language

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

In Quotations

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

Language Referring to God

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

Language Addressing and Referring to the Community

Many people today understand terms such as men, sons, brothers, brother, fraternity, and brotherhood to refer exclusively to males, although from the perspective of the history of language usage, these words once had a broader meaning. Likewise, while terms such as man, mankind, forefathers, and family of man are considered to be generic by many, others consider them to exclude women. Thus, in your own writing consider using expressions such as the following when designating individuals or groups:

humanity	community	all creation
human race	family	whole world
humankind	faithful	forerunners
people(s)	friends	forebears
church	all/we/us	ancestors

Interactive | T of C | “back” = [Alt]-[left arrow]

Plagiarism

Avoiding plagiarism is an important feature of any writing (see Section IV B below). Plagiarism is using “someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source” (Council of Writing Program Administrators, 2003). (See *Turabian*, “Guard against Inadvertent Plagiarism,” 7.9.) Plagiarism is avoided when you bring a sense of academic integrity to your writing projects and when you understand the proper use of primary

Writing Respectfully and with Integrity

sources and secondary sources in writing a graduate-level paper. In the field of theology, primary sources (e.g., the Bible, writings of the early Church Fathers, Vatican II documents, papal documents) and secondary sources (e.g., biblical commentaries, modern books reflecting on the early Church Fathers' writings and on the Vatican II documents) are actively cited in writing graduate papers. The proper use of both primary and secondary sources begins with following the *Turabian* format and citation style.

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

Although research papers require that you look into what others have said about the topic at hand, all the material gathered is supposed to help build your own argument, to defend your own point. Summarizing other positions is certainly part of writing a paper. However, it is an art. The summary needs to be in your own words. When it is important for your argument to have the words of the original, quote the source. Wherever you quote the words of the source, you must indicate that by quotation marks and cite the location of the quotation in a parenthetical citation.

To be avoided is the tendency to paraphrase in tandem with the original, even when you acknowledge the derivation with a citation. That's right. Even where you intend to indicate where you got the ideas behind the words you are using, if your sentence or sentences are practically a phrase-by-phrase recasting of the original in other words, that is unacceptable. If lining up your writing and the original in two side-by-side columns would reveal parallel series of notions in different words, even acknowledging the source is not enough.

The SHSST Plagiarism Policy can be found in the [School Handbook](#) on the intranet on p. 61ff. It is also available on the [Writing Consultation Services](#) Moodle page. Please study the policy so you are aware of the importance of avoiding plagiarism and the consequences of failing to do so. In the first instance of plagiarism, there will be a grade penalty. The penalty for a second instance of plagiarism is usually dismissal.

Interactive | T of C | “back” = [Alt]-[left arrow]

Appendix A. Title Page Template

Note: This border represents the edge of your paper. It is not a border that should appear on your title page.

Note: Your title, author, etc. will not have parentheses around them.

(title of the paper)

(author of paper)

(title of course)
(instructor's name)
(date submitted)

Interactive | T of C | “back” = [Alt]-[left arrow]

Appendix B. Reference List Page Example

Reference List

- Anderson, Bernhard. 2001. Review of *The Concept of Biblical Theology: An Old Testament Perspective*, by James Barr. *Journal of Biblical Literature* 120, no. 1 (January): 146-9.
- Baker, Frank. 1980. "Unfolding John Wesley: A Survey of Twenty Years' Studies in Wesley's Thought." *Quarterly Review* 1, no. 2 (Winter): 44-58. Accessed May 6, 2014. <http://dx.doi.org/10.1086/657109>.
- Bustos, Javier. 2009. Social Ethics. Class handout, Sacred Heart Seminary and School of Theology. Hales Corners, WI. Fall Semester.
- Catechism of the Catholic Church*. 2000. 2nd ed. Washington, DC: United States Catholic Conference,
- Coleridge, Samuel Taylor. 1884. *Aids to Reflection*. Vol. 1 of *The Complete works of Samuel Taylor Coleridge*. Edited by W.G.T. Shedd. New York: Harper and Bros.
- Crenshaw, Kimberle, Neil Gotanda, Gary Peller, and Kendall Thomas, eds. 1995. *Critical Race Theory: The Key Writings That Formed the Movement*. New York: New Press.
- Encyclopedia Americana*, 1963 ed., s.v. "Sitting Bull."
- John Paul II [Karol Wojtyła]. 1981. *Love and Responsibility*. New York: Farrar, Straus, Giroux.
- . 1994. Apostolic Letter, *Ordinatio Sacerdotalis*. Washington, D.C.: United States Catholic Conference.
- Johnson, Luke Timothy. 1999. *The Writings of the New Testament: An Interpretation*. 2nd ed. Minneapolis: Augsburg Fortress.
- Laytham, D. Brent, ed. 2008. *God Does Not...: Entertain, Play Matchmaker, Hurry, Demand Blood, Cure Every Illness*. Grand Rapids: Brazos Press. Kindle e-Book, locations 552-53.

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Appendix C. Genres

Book Review

A book review is an analysis and evaluation of a book based on knowledge of the field which the book treats. The knowledge on which the review is based can come from previous scholarship or from new research. The parts of a book review are as follows:

Framing issue (hook)

Why is this book interesting to or important for your reader?

Credentials of the author

Education

Previous work

Honors

Scope and focus of the book

Author's intended purpose or goal

Intended audience

Summary of book

Include the main arguments of the author

Analysis

Strengths of the book

Weaknesses of the book

Include

whether the arguments are sound,

whether the author achieves his intended purpose, and

whether the author writes in a way that his intended audience is served

Conclusion

Judgment

What is your basis for judgment of this book?

Referring to framing issue

Interactive | T of C | “back” = [Alt]-[left arrow]

Exegesis

An exegesis consists of three parts: context, text, and application.

The context portion

Places the text in its historical and cultural context

Show how the text is related to the bible as a whole

Shows how the text relates the author’s overall themes and approach.

The text portion

Looks at the genre, structure, and language of the passage in the context of the book in which it appears

Analysis at the text one verse at a time.

The application section

Shows the pastoral and spiritual significance of the passage for our day.

Interactive | T of C | “back” = [Alt]-[left arrow]

Theological Reflection Paper

Theological reflection papers have three components

Experience

Your own or another’s

Ones that involve strong emotions

Reflection

What in the tradition addresses this experience?

How is God present and active in the experience?

Response

Either affirm the initial response

Or provide a better, more theological informed response

Interactive | T of C | “back” = [Alt]-[left arrow]

Appendix D. Interactive Citation Samples

Is your source a:

- **Book?**
- **Periodical (magazine, journal, newspaper) or Review?**
- **Reference work (dictionary, encyclopedia, etc.)?**
- **Online or other electronic source?**
- **Bible ?**
- **Ecclesiastical (Church) document ?**
- **Class notes or other private source?**

Interactive | T of C | “back” = [Alt]-[left arrow]

Books

Is your book:

- Single volume?
 - **Single Author**
 - **Multiple Authors**
 - **Edited Works**
 - **No Author Given**
 - **Essay or Chapter by One Author in a Work Edited by Another**
 - **New Jerome Biblical Commentary**
- Multi-volume work?
 - **Author's Work Contained in Author's Collected Works**
 - **Separately Titled Volume in a Multi-Volume Work with a General Title and Editor(s)**
 - **Separately Titled Volume in a Multi-Volume Work with a General Title and One Author**
- **Edition Other than First?**

Interactive | T of C | “back” = [Alt]-[left arrow]

Periodicals and Reviews

Is your source a:

- [Magazine?](#)
- [Scholarly Journal?](#)
- [Newspaper?](#)
- [Review?](#)

[Interactive](#) | [T of C](#) | “back” = [Alt]-[left arrow]

Online or other electronic source

Is it a:

- **Web Site**, including blog?
- **E-Journal**?
- **On-line Periodical**?
- **Email**?
- **Electronic Book**?
- **CD-ROM**?

Interactive | T of C | “back” = [Alt]-[left arrow]

Ecclesiastical document

Is it a(n):

- **Conciliar document?**
- **Papal: encyclical, apostolic constitution or exhortation, etc.?**
- **Episcopal document (bishop's) document?**
- **Curial: Document from a Vatican office, such as the Congregation of the Doctrine of Faith?**
- **The Catechism?**

Interactive | T of C | "back" = [Alt]-[left arrow]

Reference work (dictionary, encyclopedia, etc.)

Is it a:

- **Well-known reference work?**
- **Specialized reference work?**
 - **Interactive | T of C | “back” = [Alt]-[left arrow]**