

KATHOLIEKE UNIVERSITEIT LEUVEN

FACULTY OF THEOLOGY



**GUIDELINES
FOR THE COMPOSITION OF**

**ESSAYS
THESES
RESEARCH PAPERS AND
DISSERTATIONS**

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CHAPTER I

GENERAL GUIDELINES WITH REGARD TO ALL FORMS OF WRITTEN WORK AT THE FACULTY OF THEOLOGY

This first chapter contains a series of general guidelines applicable to every written work presented to the Faculty of Theology: essays, theses, extensive papers, research papers and dissertations. The same regulations apply with respect to other written works such as seminar and exam papers.

1. PROMOTER (AND CO-PROMOTER)

As written work is an important part of the student's theological education, it is presupposed that supervision from the post-doctoral staff of the Faculty will be sought and provided. The relationship between promoter (and co-promoter) and student is governed by the following guidelines:

A member of the post-doctoral Faculty staff (hereafter referred to as the promoter) will provide the following assistance:

- Creating a stimulating learning environment in which to pursue a writing project;
- Helping the student in the choice of a subject and judging the feasibility of the student's project;
- Assessing the scientific nature of the work and its pertinence to one of the research specialisations offered at the Faculty;
- Giving suggestions as to the choice of the reading matter;
- Supervising the methodological aspects of the work and indicating possible difficulties and solutions thereto;
- Judging the sufficiency of the work as an essay, thesis, research paper or dissertation.

The choice of a promoter requires a mutual agreement between promoter and student, and the decision to pursue a project with a promoter requires formal approval by the Faculty. There are no fixed rules regarding the frequency with which the promoter should be consulted. The initiative in this regard lies with the student. It is expected, however, that the promoter will be seen as a minimum on the following occasions:

- When a choice is made as to the subject;
- When the outline of the work has been determined and whenever a major structural change becomes imperative;
- When parts of the work are completed;
- When the written work is concluded;
- It is advisable that, in common agreement and at the onset of the project, promoter and student set up a frequency timetable for meetings.

During an initial meeting, promoter and student are encouraged to reach agreement on what may be expected with regard to corrections, suggestions, time frames for submitting and reading written material. The basic principle is that the project is the student's work, not the promoter's. The latter provides support. Reasonable time frames should be given to the promoter to read written material. The promoter cannot be expected to provide major language corrections.

Under no circumstances should students submit written work without having sought the guidance of their promoter in the course of the academic year. Promoters cannot be expected to deal with work submitted to them for the first time only days before the scheduled deadlines.

The K.U.Leuven offers the following profile of the qualities of the promoter with particular reference to doctoral candidates. The Faculty of Theology endorses these guidelines and considers them to be applicable, where relevant, to every promoter-student relationship (thus for all writing projects)

The promoter plays a central role in the formation of doctoral students. The promoter is responsible for the material and intellectual climate within which the student develops his or her research. He or she serves as a source of stimulation, coordination and evaluation throughout the writing process and exercises a significant role in the final evaluation.

Criteria for the good promoter include:

- He or she has acquired a distinctive and sustained reputation in his or her field of research. This can be determined on the basis of publications, quotation by other authors, invitations to congresses, and the acquisition of significant research funding and other verifiable criteria already familiar from the various evaluations carried out at the university on a regular basis.
- He or she has built up a reputation in an area of research closely related to that in which the doctoral student intends to carry out his or her research.
- He or she stands as guarantor of the quality of the doctoral student's research proposal. This research proposal is to be submitted for evaluation to the Doctoral Commission during the year in which the student commences his or her doctoral studies. As with other academic projects, the assistance of experts can be sought where considered appropriate.
- He or she sets aside sufficient time to speak with the doctoral candidate and to follow his or her research at close quarters.
- He or she assists in the planning, development and eventual adaptation of the research project. He or she helps the doctoral student to locate his or her research within a broader context.
- He or she is present on a regular basis when the doctoral student presents his or her work to other academics and provides feedback on the presentation.
- He or she introduces the doctoral student to the academic world by putting him or her into contact with researchers who can be of assistance, by encouraging him or her to participate in congresses, by offering advice on the development of his or her project and by offering assurance and generating enthusiasm.
- The promoter points out opportunities for publication and assists the doctoral candidate to prepare his or her work for publication. While he or she bears a significant co-responsibility for the doctoral thesis, this likewise extends to include the articles and abstracts that result from the candidate's doctoral research. He or she provides the doctoral candidate with the best opportunities to valorise his or her work in publications of which the doctoral candidate is the primary author.
- The promoter (together with the department chair) ensures that the doctoral candidate's teaching assignments and other tasks are organised in such a fashion that they do not endanger the completion of the doctoral project within the agreed time limits. Together with the doctoral candidate, he or she evaluates the progress of the project and makes appropriate adjustments to ensure timely

completion.

- Together with the doctoral candidate, the promoter establishes a reasonable plan with respect to the completion of the requirements of the doctoral programme.
- All this implies that a promoter can only direct a limited number of doctoral candidates and that the academic accompaniment of the candidate is the promoter's primary task. The promoter who is directing more than five doctoral candidates should only do so when sufficient assistance is available from elsewhere (e.g. postdoctoral researchers).
- The promoter is responsible for the efficient development and completion of the doctoral process. The promoter whose doctoral candidates regularly go beyond the standard 4 or 6 years (in the case of assistants) does not fulfil this criterion.

The Faculty of Theology also recommends the following 'good practices' with respect to the relationship between the student and his or her promoter:

- It is recommended that the promoter organise monthly meetings with his or her students. This can assist in the establishment of a stimulating learning environment in which students enter into dialogue with one another, learn from one another, exchange reading tips etc.
- From the beginning, there is a need for a clear, explicit plan for the work
 - the goal to be achieved
 - the means one expects will lead to this goal
 - the structure of reasoning or argumentation
- At or after an initial meeting, a written proposal (max 2 pages) should be submitted. This, along with other relevant materials, will form part of a dossier that the promoter should maintain in regard to the student.
- Meetings with the promoter should take place regularly, at a mutually convenient time and duration. These meetings should be prepared for with the presentation of a text, given to the promoter before the time of the meeting.
- At the early stages of the research project, the text prepared in anticipation of a meeting with the promoter might be very short, possibly naming topics for discussion or drafting an outline for (some part of) the research project.
- At the later stages of the project the student will be submitting draft text for the writing project itself. These texts should be presented as early as possible, not waiting until the final weeks before the deadline for handing in the project. The texts submitted to the promoter should not be lengthy, but should present limited subsections of the project as a whole.
- Unless it is otherwise agreed upon with the promoter, one should aim at submitting (average) 15-20 to (maximum) 30 pages at a time. This will facilitate the ability of the promoter to deal with text in a relatively prompt manner. Too much text submitted at once presents the promoter with a (small) thesis in itself, which will demand relatively large segments of time to review and make suggestions. This slows the process of the promoter-student relationship. Too much text submitted especially toward the end of the period for the project can result in the promoter being overwhelmed with text. Each individual student should realize that the promoter is simultaneously working with many students on several different writing projects.
- If it becomes evident that the student will not succeed in producing a completed work by the deadline for submission, s/he should inform the promoter of this as soon as possible ahead of time. Such a situation should at least be evident before the Easter break. This will allow the promoter to reschedule the many tasks that

are facing him/her at what inevitably becomes a very busy time of year

- Postponing the submission of a thesis to the final examination session (August/September), does not mean that the student automatically becomes “free” during the months of May and June with respect to the ongoing work on the research project. Nor should postponing the submission of the project be interpreted as making time free for the student to take (all of their) examinations in the June session. Postponement to the final exam session does not mean that work may stop on the project. On the contrary, this situation only entails an actual postponement of the submission of texts to the promoter from the earlier months (March to May) to the later months of **May to (early) July**.
- It is to be expected that students postponing the submission of their work to the final session will continue their research and writing full time during the months of April, May and June. Between the end of the second and the beginning of the third examination session, promoters have an equal right to vacation, or at least the suspension of part of their many tasks. Promoters cannot be expected to be correcting - especially long sections of - text during this holiday period.
- Students are expected to take responsibility for the postponement of the submission of their work by rescheduling examinations for the final session as well.
- For their part, the promoters of writing projects have the responsibility to respond to a student’s requests and submissions within a reasonable length of time. The (expectation and) submission of shorter pieces of text will facilitate this goal.
- It should also facilitate the promoter’s work to keep a separate dossier on each student who is working on a project. Copies of outlines and project descriptions can be kept in this dossier as well as a diary of events, meetings and agreements between the promoter and the student.
- It is not the task of the promoter to make substantial corrections to the student’s use of language or to direct students on every detail of the construction of a reasonable presentation of material and argumentation. Since the research project is itself a learning process, discussions between the student and promoter early on in the project should make it easier for both parties to understand their mutual capabilities and responsibilities.
- In the event that a promoter finds the work of a student unacceptable, this should be made clear to the student at the earliest possible date. The early submission and correction of short, limited sections of the proposal or the written work itself should serve as an indicator of the student’s ability to write, to compose their ideas in a reasonable fashion and to begin to construct an argumentation that will be acceptable to the standards of the discipline. An early detection of problems in this area may make it possible for the student to seek additional help, to change the nature or expectations for the project (in collaboration with the promoter), or to seek to work with another promoter.
- Texts that are returned to the student with corrections and/or further suggestions should be preserved by the student and resubmitted with any new version of the text that the student has produced. It will further facilitate the correction of (resubmitted) text if it is clearly indicated what parts of the text are changed or new, or precisely what part has been revised or what remains the same).
- Original, draft and multiple versions of the texts for a writing project should be kept until the entire project has been deliberated upon. Several electronic versions and copies of each text should be maintained in at least two, unrelated media (external hard-drive, memory stick, files on a server or deposited somewhere on the internet...). This should provide a minimum of insurance in the event of computer failure.

1.1 CONFLICT RESOLUTION – CHANGE OF PROMOTER

Where a conflict arises between the student and his or her promoter, the student should first discuss the matter in confidence with the Study Advisor/Ombuds and endeavour to seek a solution to the difficulty without resorting to a change of promoter. Should a change of promoter be the advised course of action, however, the student should consult the chair of his or her research department in order to determine the availability of promoters in his or her area of study. The department chair should recommend a new promoter and determine his or her willingness to take on an ongoing writing project. In such instances a new application form is to be submitted to the Teaching Committee for approval.

1.2 THESIS WRITING SEMINAR

The Faculty organises a Thesis Writing Seminar each year in the first semester. The seminar is obligatory for all new students entering the Master of Theology and Religious Studies programme and the Master of Advanced Studies in Theology and Religion. Full details on the Thesis Writing Seminar can be found in the relevant syllabus on the Faculty web pages.

2. STUDY ADVICE

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	<p>INFORMATION</p> <ul style="list-style-type: none"> Study advice, curricula and programmes Study options Exam regulations Ombuds service
	<p>STUDY METHODS</p> <ul style="list-style-type: none"> Study methods and planning How to deal with exam stress, fear of failure,... Specialist services for study related problems Skill support Evaluation of intermediate tests or exams (remedial work)

	<p>HELP!!</p> <p>General information Mediation between students and professors Assistance with problems that have an influence on your studies Contacting specialist services Ombuds service during the exams</p>
	<p>ONE TO ONE</p> <p>Curriculum options Results of intermediate tests and exams Study problems and problems that might influence your studies Questions and problems related to the ombuds service and its jurisdiction</p> <p>Upon request, the study advisor can assist in bringing the student into contact with specialist services. The autonomy and privacy of the student is respected at all times.</p>

3. METHOD AND ELABORATION

3.1. METHODOLOGY

Written works can be composed according to a variety of methodological approaches: systematic, hermeneutical, historical, empirical, philological, practical, comparative etc. The appropriate method is to be chosen in relation to one's object of study and may consist of a number of different methodological approaches combined. The method(s) to be employed in the composition of a written work should be described in the introduction. In other words, the author should provide a detailed presentation of the hermeneutical model, statistical investigation, catechetical methodology, historical perspective or exegetical approach he or she intends to employ in his or her research. The choice of method is also important for the consultation of literature that provides further insight into a particular problem or further elaborates/questions the position of a particular author. Where a chosen theme extends into more than one discipline, the student will be expected to justify his or her choice of literature in an introduction or introductory chapter.

3.2 OUTLINE

Students are advised to prepare an outline of their proposed written work (see syllabus Thesis Writing Seminar) that represents its main elements and lines of thought. The primary parameters should be outlined first and filled in later in greater detail. The core aspect of the chosen subject should be presented in a direct and concise manner. A long-winded preamble should be avoided.

3.3. SOURCES

For the further elaboration of the chosen subject students are to consult original written sources, where possible and preferably in the language in which they were written. Studies of the sources in question written by other authors may also be consulted, but students

should avoid the incorporation of general summaries of such material into their own written work. The original sources referred to by such studies or in class should be consulted on a first-hand basis.

3.4. BIBLIOGRAPHY

The bibliographical list should contain reference to the original sources consulted together with other literature referred to in the student's written work. Reference can also be made to other detailed bibliographies found in secondary sources. The formal style for referencing and bibliography is contained in Part II of the present document.

4. CHOICE OF SUBJECT AND OTHER FORMALITIES WITH RESPECT TO ESSAYS, THESES AND RESEARCH PAPERS

4.1. TOPICS FOR ESSAYS, THESES & RESEARCH PAPERS

Towards the end of each academic year, the professors and post-doctoral researchers of the Faculty are asked to provide a list of subjects upon which yearly essays, theses (and extensive papers) or research papers can be written. The Student Secretariat makes an electronic list available to students at the beginning of the following academic year (see the following web link: <http://www.theo.kuleuven.be/en/dissertations.htm>). More detail on subjects and promoters is provided during an information session at the beginning of the academic year, when the various research units of the Faculty are introduced. Students are also encouraged to discuss their choice of subject and promoter with the Secretary of the Teaching Committee (when establishing one's study programme) or the Study Advisor.

4.2. SUBMISSION OF TITLE AND PROMOTER (CO-PROMOTER)

Students who are required to compose a written work are to submit the name of the promoter (co-promoter) and the subject of the yearly essay, thesis, or research paper to the Teaching Committee prior to the date set out in the annual academic calendar (cf. <http://theo.kuleuven.be/page/calendar/>). Students are to use the electronic form designed for this purpose and made available at: <http://theo.kuleuven.be/page/forms/>. The form should mention the title of the written work together with a concise description of its content and proposed methodological approach. Both the promoter (co-promoter) and the student are to sign this document. Approval of the Teaching Committee is imperative in order to pursue the proposed project.

4.3. DEADLINES FOR SUBMISSION

Essays, theses and research papers are to be submitted on or before the deadlines as set out in the academic calendar. The required number of copies is to be submitted to the Student Secretariat. The promoters and co-promoters receive their respective copies from the Student Secretariat. Students should submit the following number of copies: 1x for essays written by students in the second and third phases of the Bachelor in Theology and Religious Studies, and 3x for students writing a thesis, extensive paper or research paper (4x when a co-promotor is involved).

4.4. APPROVAL OF PROMOTER

Approval of the (co-)promoter is expected but not necessary for submission of written work. Written work submitted without approval of the (co-)promoter is submitted at the student's own risk. In every instance, the written work submitted remains the student's responsibility.

5. GUIDELINES FOR THE EVALUATION OF MASTER'S THESES/RESEARCH PAPERS

Correctors are expected to read every master's thesis carefully and to be present at the defence. If a corrector is unable to attend the defence, he or she is expected to provide the promoter with a detailed written report, which can be used to provide feedback for the student. Such absences should be the exception, however, rather than the rule.

In their evaluation of the master's thesis/research paper, promoters and correctors can make use of the criteria listed below. The criteria in question are intended to facilitate the provision of oral feedback to the student and can be used where the promoter or correctors consider it appropriate to provide written feedback.

The criteria should serve as a set of guidelines for the evaluation of every form of master's thesis/research paper presented at the Faculty of Theology.

The following descriptions reflect what should be expected of a student and his/her master's thesis/research paper. Each criterion can be judged by the promoter and correctors as 'not applicable', 'insufficient', 'sufficient', 'adequate', 'good', 'very good' or 'excellent'. Certain criteria (such as creativity, critical awareness, inventiveness) can be considered as more important in relation to research papers presented in the Master of Advanced Studies in Theology and Religion, than theses presented in the Master of Theology and Religious Studies, always bearing in mind the goals referred to in the educational reference frameworks of the respective programmes.

5.1. QUALITATIVE CRITERIA

1. The student has acquired a substantial and in-depth knowledge and understanding of the topic in question, based on appropriate source material and with a view to the broader context.

This means, among other things, that the student has made a relevant selection of quality (international and recent) source material. The student is able to demonstrate the relevance of his or her own writing project within a broader research domain. The elements introduced in his or her writing project have been elaborated thoroughly. The thesis/research paper testifies to the depth and insight acquired by the student.

2. The student has selected the appropriate information from the literature employed and has interpreted this information correctly.

This presupposes that the thesis/hypothesis is clearly described, the methodological approach is outlined and justified and that the collected information is treated with integrity (i.e. there is no evidence of plagiarism). Master's theses/research papers with a more practical-theological focus are expected to interpret 'religious practice' in an adequate way and to deal with the information gathered concerning religious practices in a deontologically justified manner.

3. The student is able to work independently and has demonstrated personal initiative and creativity in writing his or her thesis/research paper.

This implies, among other things, that a clear and functional plan of work has been established and maintained throughout the writing process, and that a balance has been maintained between independent work and consultation with the promoter and other potential sources of guidance (e.g. in field studies).

4. The student has established a satisfactory personal contribution to existing knowledge in his or her domain and has put it in writing in an appropriate and responsible manner. The student can demonstrate a critical approach to his or her material.

This means, among other things, that the student is able to engage in critical reflection on his or her source material and on the method he/she has employed to underpin the standpoint maintained with respect to the domain being studied.

5. The student is capable of providing a report on a topic in a well-organised manner. The thesis/research paper has been structured in a justifiable way.

The following aspects should be taken in account in this regard: the introduction is informative and situates the topic in a broader context, stimulates interest and explains the various elements of the title. The writing project is appropriately structured and logical arguments connect its various subdivisions. The various elements of the project demonstrate cohesion and contribute to a clarification of the thesis/hypothesis in question. The conclusion provides an answer to the questions raised in the introduction.

6. The student has written his or her thesis/research paper in clear and correct student English. His or her work has been presented in a conveniently arranged manner.

This presupposes correct spelling, among other things. The thesis/research paper should include a properly arranged table of contents and a correct bibliography (lacking careless errors).

7. The student is able to provide an oral report of his or her research progress and research results and respond with clarity to critical questions related to the thesis/research paper.

5.2 NUMERICAL EVALUATION (SCORE OUT OF 20)

18 or more: Excellent. The thesis/research paper is among the best. The scientific solutions provided demonstrate a high degree of inventiveness in addition to a thorough and personal command of analytic and drafting skills. The level is considerably above expectations and can be described as 'professional'.

16 and 17: Very good. The thesis/research paper contains an in-depth scientific analysis and a clear and accurate synthesis.

14 and 15: Good. The basic demands of correct scientific analysis and synthesis have been met. There are a number of minor shortcomings.

12 and 13: Adequate. The thesis/research paper can be considered 'adequate', although it demonstrates a lack of depth in terms of research and analysis. Critical and personal reflection is limited.

10 and 11: Sufficient. The thesis/research paper is considered 'sufficient', although the work may be too shallow or lack sufficient quality analysis.

9 or less: Insufficient. The thesis/research paper demonstrates serious shortcomings with respect to several of the criteria outlined above. The text is poorly written and poorly edited. Thorough revision is required.

6. PLAGIARISM AND OTHER IRREGULARITIES*

6.1. WHAT IS PLAGIARISM?

In college courses, students and professors are continually engaged with other people's ideas: we read them in texts, hear them in lectures, discuss them in class and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is of vital importance, therefore, that the source (whether printed or electronic) of an idea employed in one's own written work be acknowledged.

* This text is based in part on the web page entitled *Plagiarism: What It is and How to Recognise and Avoid It* of the University of Indiana. <http://www.indiana.edu/~wts/wts/plagiarism.html> (access 03.05.2001).

If this is not done, then the author is guilty of plagiarism. The copying or paraphrasing of a text composed by another yet presented as if it were one's own work is plagiarism.

6.2. HOW TO RECOGNISE PLAGIARISM.

Students should be aware that there are different kinds of plagiarism. A few examples will serve to illustrate this point. Plagiarism is committed in:

- (a) a work in which sentences and segments of text written by another are taken over literally without quotation marks or further reference;
- (b) a work that as a whole or to a significant degree (a paragraph or a page) constitutes an unoriginal paraphrase of another work, even although an effort is made to employ one's own expressions and formulations and reference is given to the source. An unoriginal paraphrase is one in which the content of another work is taken over sentence for sentence;
- (c) a work that as a whole or to a significant degree (a paragraph or a page) constitutes an unoriginal translation of a work written in another language, even where reference is given to the source;
- (d) a work in which ideas and arguments from another work are consciously employed, and even formulated in one's own words, without reference or sufficient reference to the source (i.e. on every occasion the source is employed);
- (e) a work written by another (student) and submitted as a whole or in part under one's own name.
- (f) a text that has been downloaded from an internet source as a whole or in part without quotation marks or reference to the source.

6.3. STRATEGIES FOR AVOIDING PLAGIARISM AND FOR ENSURING QUALITY IN ONE'S WRITING

- (a) Quotation: everything that is taken over literally from the work of another should be placed in quotation marks. The student should not postpone this until the final phase of writing, but rather keep track of their sources throughout the writing process. Quotation marks should be included when one is taking notes during the 'reading' phase of one's research. Otherwise one runs the risk of no longer being able to remember what one is borrowing literally from another and what constitutes one's own work.
- (b) a work that is 'held together' by quotations from other works, whereby the 'original' contribution of the student consists in the provision of insignificant connecting texts, must be considered unsatisfactory. Such 'anthologies' consist for the most part of references to the work of another whereby the student reveals that he/she does not have a sufficient personal grasp of the material employed;
- (c) Paraphrasing is the use of the ideas of another expressed in one's own words. When one is paraphrasing a text one should be sure to avoid facile reorganisation or the emendation of a few words. One is obliged to re-write the original text in one's own words and to refer to the source in a footnote. If the student finds this task impossible, he/she should consider quoting the source text and placing the quotation in quotation marks. If the student finds him/herself resorting to too many quotations, this may be a sign that he/she has not been able to personally integrate the ideas found in the source. In short: a good paraphrase is possible and even necessary (otherwise one would never be able to borrow the ideas of another) but unoriginal paraphrasing must be avoided.
- (d) Students should compare the paraphrase with the source text in order to be sure that they have not accidentally employed sentences or phrases from the original and that the idea, theory or argument borrowed therefrom is presented accurately.
- (e) Reference to information that is considered to be general knowledge does not require an indication of the source: e.g. "The Second Vatican Council took place in Rome in the

nineteen sixties upon the initiative of Pope John XXIII who also opened the Council.”

Strategies for recognising and avoiding plagiarism are also treated as part of the Thesis Writing Seminar.

6.4. FORMAL REGULATIONS & CENSURES

The promoter is responsible for quality guidance both at the level of content and methodology and will do everything she or he can to help students under their guidance to avoid plagiarism. The student, however, remains personally responsible for his/her plagiarism.

Students who have been determined to have committed plagiarism are to be sanctioned according to the relevant *Examination Regulations* of the K.U. Leuven (cf. <http://www.kuleuven.be/education/regulations/>).

7. USE OF GENDER INCLUSIVE LANGUAGE

- “Words like “man”, “men”, “mankind” “family of men” or “brotherhood” should not be used generically for the designation of an individual or a group of people. Inclusive terms such as “person”, “human being”, “family” or “humanity” should be used instead.
- Avoid the generic “he” by putting expressions in the plural (e.g. replace “the scholar, he...” by “scholars, they...”) or use “she or he”.
- Quotations should be precise in reflecting the wording used by a source, even when it uses exclusive language. It is often possible, however, to paraphrase the view of an author in inclusive language.
- Translations should not be more gender specific than the original text, ancient or modern. It is not always possible or appropriate to use inclusive language when referring to God or divine beings.
- Use gender specific language when necessary, namely when referring to a man or a woman. For example, Edward Schillebeeckx, he... (not “she or he”); Elisabeth Schüssler Fiorenza, she... (not “she or he”).

CHAPTER II SPECIFIC GUIDELINES

1. ESSAY (Bachelor of Theology and Religious Studies II & III)

1.1 AIM

In the 2nd and 3rd study phase of the Bachelor of Theology and Religious Studies programme students are required to write an essay. The essay is to be written under the supervision of a member of the teaching staff. The area chosen must be different from that of the preceding year. The topic for the annual essay should be chosen from one of the following disciplines: biblical studies, systematic theology, theological ethics, history of Church and theology, pastoral theology, religious studies.

The essay required in the third/final phase of the programme can be considered from two different perspectives. It can serve as an essay/paper in its own right, as an annual paper presented in partial fulfilment of the requirements for the 3rd year of the Bachelor's of Theology and Religious Studies. Alternatively, it can be treated as a preparatory stage in the composition of the thesis required for the Master of Theology and Religious Studies.

1.2 LENGTH

The essay should be about twenty-five pages in length. The comprehensiveness of the paper is quite limited, as the student faces restrictions in terms of time and, consequently, length of the work. Normally, it is sufficient to demonstrate an ability to work with a limited number of publications of theological importance. In other words, the student should demonstrate his/her ability to understand the authors consulted and should be able to situate them in a particular context, evaluate their importance and accurately present their ideas. Where possible, students should include and justify their own perspective on the chosen topic. A degree of proficiency in the use of notes and bibliography is also expected. To this end, students should familiarise themselves with and employ the typographical guidelines contained in Part II of the present document. The annual paper is intended in part to prepare students for the composition of a second cycle thesis or research paper.

1.3 PROMOTER

The promoter of the essay should be a member of the tenured or associate academic staff (including post-doctoral fellows). He/she is to offer guidance in the composition of the paper and to evaluate it. As a rule, and with a view to the balanced distribution of work over the various disciplines referred to in 1.1, promoters are not permitted to accept more than six essays *per academic year*.

1.4. EVALUATION

The essay should consist of a foreword, introduction, table of contents and bibliography (Roman numerals) and approximately 25 pages of text or 13,500 words (Arabic numerals). The promoter submits a mark out of 20 for the yearly essay to the Student Secretariat. In the 3rd phase of the Bachelor in Theology and Religious Studies, a corrector is appointed who also submits a mark out of 20 to the secretariat in advance of a scheduled meeting between the student, the promoter and corrector. After this meeting, a further commonly determined mark out of 20 is to be submitted to the secretariat. The final result is an average of the three marks out of 20.

2. THESIS (Master of Theology and Religious Studies)

2.1 AIM

New students entering the Master of Theology and Religious Studies programme are required to write a thesis of 30-50 pages in length (15,000-25,000 words) on a theological topic, under the direction of a staff member of one of the Faculty's research units (including post-doctoral fellows). In the Master of Advanced Studies in Theology and Religion Programme (pre-Doctoral year), this work can be continued and extended to the size of 80 to 100 pages.

The thesis must treat of a subject in the field of Religious Studies or Theology and is to be chosen in the field of the major.

Students who obtained their Bachelor of Theology and Religious Studies at the Faculty of Theology of the K.U.Leuven either start a new research project (and thus follow the regulations in 1.1.) or extend the essay from the 3rd year of the Bachelor's programme to a thesis of about 80-100 pages (40,000-50,000 words).

2.2 FORMALITIES

2.2.1 Research Unit

According to their respective discipline, the proposed thesis topics are presented to the Research Unit to which they belong. The professors are to evaluate the extent to which the proposed topics are appropriate to the range of research activities of the relevant department or centre. Having given their advice, the list of topics is then submitted to the Teaching Committee for approval.

2.2.2 The Promoter

The thesis is written under the guidance of a member of the tenured or associate Faculty (including post-doctoral fellows).

2.2.3 The Co-Promoter

Where a thesis topic is considered to cover two distinct disciplines, students may request a co-promoter to guide their research together with the promoter. In such instances the co-promoter is also required to sign the application form to be submitted to the Teaching Committee for its approval.

2.2.4 Changing Promoter

In exceptional cases, a student may request permission from the chair of their research unit to change promoter. In instances of conflict, see Part I, 1.1 of the present document.

2.2.5 Research Topic *versus* Research Unit

While the choice of research topic is restricted to the student's chosen major, he/she is free with respect to the choice of promoter as long as a clear link can be established between the thesis topic and the chosen major. The promoter need not be a member of the research unit of the student's major.

2.2.6 Absence

When the promoter foresees a long period of absence from the faculty, he/she is advised to consult the department chair and to appoint a co-promoter who will guide the student's research in the interim. The student must also be consulted in such instances. It goes without saying that the promoter and the co-promoter should make clear arrangements with one another in this matter in order to avoid misunderstanding.

2.2.7 Approval

Approval of the (co-)promoter is expected but not necessary for submission of written work. Written work submitted without approval of the (co-)promoter is submitted at the student's own risk. In every instance, the written work submitted remains the student's responsibility.

2.3 ELABORATION

2.3.1 Research Contribution

In composing a thesis, a student is expected to make his/her own initial scientific contribution to the theological or religious studies topic in which he/she is engaged in research. The selective compilation and structured presentation of relevant academic literature together with the study and interpretation of theological and religious studies documents in their original language should be clearly demonstrated. Students should also formulate their own conclusions and present their own perspective on the subject dealt with. The thesis must conform to the standards of scientific research. It must be based on the independent appropriation of primary sources and secondary literature relevant to the issue under discussion.

2.3.2 Language

The text may be written in English, French, Dutch, or German. If the thesis is written in a language other than English, an English summary must be provided. The Faculty Guidelines regarding footnoting and bibliography must be implemented (see Part II).

2.3.3 Conclusion

The conclusion to the thesis should be short and to the point. It may be presented in the form of a number of 'propositions' in which the student's own preferred option is made explicit. An alternative form of conclusion may contain a summary of the primary range of ideas presented in the thesis together with a concise survey of the results of the student's research.

2.4 SUBMISSION

Theses must be submitted to the Student Secretariat in due time. Each academic year students have the opportunity to submit their theses in December, May, or August. Exact dates are communicated on the faculty's web pages in the academic calendar. Students have to submit three printed copies (in the event of a co-promoter four).

Along with the printed copies, the student must submit an electronic version of the thesis and research paper. To do so, a complete and final version of the student's master's thesis needs to be converted into a PDF file. The student should save the file with a name constructed as follows: family name, first name, the respective examination period, and the year, each separated by an underscore (e.g. Wright_Geoffrey_2_2011).

This file is then to be submitted as an assignment in Toledo.

The student will also need to send the PDF file to the faculty's e-mail address: master@theo.kuleuven.be. The electronic version of the master's thesis must be submitted no later than 12:00 p.m. on the day after the deadline for submitting the printed copies of the thesis.

The student will receive an acknowledgement that the thesis was received within 30 hours after the expiration of the deadline for submitting electronic copies of the thesis. If the student does not receive an acknowledgement, he/she should contact Tessa Leesen (Tessa.Leesen@theo.kuleuven.be; 016 32 38 65). The Essay Committee will declare that the master's thesis is admissible only if an electronic version is correctly submitted along with printed copies.

Each master's thesis will be screened for plagiarism by the Turn-it-in plagiarism control system. This system detects similarities between the thesis in question and other texts. Two experts designated by the faculty will analyze and interpret the report of similarities generated by Turn-it-in. They will determine whether or not plagiarism is present in the thesis. If it is determined that plagiarism is present in the thesis, the usual sanctions applicable in cases of irregularity will be followed. These are described in article 153 of the university's examination regulations.

2.5 EVALUATION

In the Master of Theology and Religious Studies, the thesis will be evaluated by the evaluation commission, which consists of the promoter and two correctors. In cases where there is a co-promoter, he/she will constitute a fourth member of the commission. The correctors need not both be from the unit in which the research is undertaken. The members of this committee are appointed at a meeting of the chairs of the research units and the chairs and/or secretaries of the Teaching Committee presided over by the vice-dean for education.

Prior to the evaluation, the members of the evaluation commission submit their marks (with a maximum of 20) to the Student secretariat.

2.5.1 Form

The evaluation of the thesis takes the form of an interview and cannot be conducted as a public defence (*Examination Regulations*). The purpose of the interview is twofold:

- (a) to inform the candidate of the evaluation by the promoter and correctors of the Master's thesis, which is an important element in the student's academic formation.
- (b) to offer the candidate the opportunity to respond to informative questions and to furnish additional information with regard to the standpoints taken, the methods used and the interpretation of the source materials. Whenever the need arises, an exchange of opinions may take place with regard to one or another aspect of the thesis topic.

2.5.2. Procedure

The evaluation, which should not take longer than half an hour, proceeds, as a rule, in the following way:

- (a) Deliberation between the promoter (co-promoter) and the correctors (ca. 10 minutes).

The promoter and the correctors evaluate the thesis submitted. Preferably, this evaluation should take into account the following criteria: (1) personal approach of the thesis; (2) justifiable elaboration and general structure of the work; thoroughness of the

research; (4) critical attitude; (5) language and style.

(b) Discussion with the student.

The promoter offers a brief, general appreciation of the student's work. The student is then given +/- 15 minutes to present the main results of his or her research and sufficient time to respond to the questions and remarks of the evaluation commission.

(c) Final evaluation by the promoter and correctors in the absence of the student.

2.6 MARKING AND PERCENTAGE VALUE OF THE THESIS

The sum of the points accorded will be 100 to be divided as follows: promoter (and co-promoter): 40, correctors: 2 x 20, common grade: 20. The members of the commission thus arrive at a final evaluation of the submitted work.

The thesis will be weighted at 40 % of the total points for the Master of Theology and Religious Studies programme.

3. RESEARCH PAPER (Master of Advanced Studies in Theology and Religion)

3.1 AIM

Students in the Master of Advanced Studies in Theology and Religion programme are expected to write a research paper in which they present the results of their study of an original research topic. As a rule, the research paper is dedicated to an issue in one of the theological disciplines or in the field of religious studies. The aim of this paper can be conceived in two ways: (a) the development of a theological hypothesis, by means of comprehensive discussion; (b) the presentation of a *status quaestionis*, which offers a survey of the present state of research on a particular topic.

The research paper must conform to the standards of scientific research. It must be based on the independent appropriation of primary sources and secondary literature relevant to the issue under discussion.

The research paper should be approximately 50 pages in length (25,000 words), and provide a structured and coherent survey of the issue. It should include an evaluation of research already undertaken and give evidence of an awareness of problems related to the topic. The paper might conclude with a summary of the questions/themes raised by the student's research. These questions/themes should be developed with a view to further research.

Students who were enrolled in the Master of Theology and Religious Studies programme may continue and extend that year's thesis to a thesis of about 80-100 pages (40,000-50,000 words). This thesis should meet the same standards as the research paper described above.

3.2 FORMALITIES

3.2.1 Research Unit

According to their respective discipline, the proposed research paper topics are presented to the Research Department to which they belong. The professors are to evaluate the extent to which the proposed topics are appropriate to the range of research activities of the relevant department or centre. Having given their advice, the list of topics is then submitted to the Teaching Committee for approval.

3.2.2 The Promoter

The research paper is written under the guidance of a member of the tenured or associate Faculty (including post-doctoral fellows).

3.2.3 The Co-Promoter

Where a research topic is considered to cover two distinct disciplines, students may request a co-promoter to guide their research together with the promoter. In such instances, the co-promoter is also required to sign the application form to be submitted to the Teaching Committee for its approval.

3.2.4 Changing Promoter

In exceptional cases, a student may request permission from the chair of their research unit to change promoter. In instances of conflict, see Part I, 1.1 of the present document.

3.2.5 Research Topic *versus* Research Unit

While the choice of research topic is restricted to the student's chosen major, he/she is free with respect to the choice of promoter as long as a clear link can be established between the research paper topic and the chosen major. The promoter need not be a member of the research department of the student's major.

3.2.6 Absence

When the promoter foresees a long period of absence from the faculty, he/she is advised to consult the department chair and to appoint a co-promoter who will guide the student's research in the interim. The student must also be consulted in such instances. It goes without saying that the promoter and the co-promoter should make clear arrangements with one another in this matter in order to avoid misunderstanding.

3.2.7 Approval

Approval of the (co-)promoter is expected but not necessary for submission of written work. Written work submitted without approval of the (co-)promoter is submitted at the student's own risk. In every instance, the written work submitted remains the student's responsibility.

3.3 ELABORATION

3.3.1. Research Contribution

The research paper should provide a structured survey of the *status quaestionis* associated with the topic being treated. This should include an evaluation of the topic, the presentation of new research domains and questions requiring further study together with the formulation of potential research hypotheses.

3.3.2. Language

The text may be written in English, French, Dutch, or German. If the research paper is written in a language other than English, an English summary must be provided. The Faculty's requirements regarding footnoting and bibliography must be implemented (see Part II).

3.4 SUBMISSION

Theses must be submitted to the Student Secretariat in due time. Each academic year students have the opportunity to submit their theses in December, May, or August. Exact dates are communicated on the faculty's web pages in the academic calendar. Students have to submit three printed copies (in case there is a co-promoter four).

Along with the printed copies, the student must submit an electronic version of the thesis and research paper. To do so, a complete and final version of the student's master's thesis needs to be converted into a PDF file. The student should name the file with a name constructed as follows: family name, first name, the respective examination period, and the year, each separated by an underscore (e.g. Wright_Geoffrey_2_2011). This file is then to be submitted as an assignment in Toledo.

The student will also need to send the PDF file to the faculty's e-mail address: master@theo.kuleuven.be. The electronic version of the master's thesis must be submitted no later than 12:00 p.m. on the day after the deadline for submitting the printed copies of the thesis.

The student will receive an acknowledgement that the thesis was received within 30 hours after the expiration of the deadline for submitting electronic copies of the thesis. If the student does not receive an acknowledgement, he/she should contact Tessa Leesen (Tessa.Leesen@theo.kuleuven.be; 016 32 38 65). The Essay Committee will declare that the master's thesis is admissible only if an electronic version is correctly submitted along with printed copies.

Each master's thesis will be screened for plagiarism by the Turn-it-in plagiarism control system. This system detects similarities between the thesis in question and other texts. Two experts designated by the faculty will analyze and interpret the report of similarities generated by Turn-it-in. They will determine whether or not plagiarism is present in the thesis. If it is determined that plagiarism is present in the thesis, the usual sanctions applicable in cases of irregularity will be followed. These are described in article 153 of the university's examination regulations.

3.5 EVALUATION

The research paper is evaluated by an evaluation commission consisting of the promoter and two correctors. The members of this commission are appointed at a meeting of the chairs of the research units and the chairs and/or secretaries of the Teaching Committees. The Faculty's vice dean for educational affairs presides at this meeting.

3.4.1 Form & Procedure

The research paper should be presented in the form of a public presentation of thirty minutes duration. This presentation should include (a) a brief sketch of the problem under discussion, (b) a survey and assessment of the research undertaken, and (c) a clear formulation of the issues and questions that emerge from the research. The latter constitutes the basis for the subsequent discussion, during which the promoter, correctors and members of the public may formulate questions and remarks.

By way of conclusion, the promoter and the correctors are to evaluate the research paper and the presentation in the absence of the student on the basis of the following criteria: (a)

critical sense and research capacity; (b) justifiable structure of the written work and the presentation; (c) language and style; (d) innovative perspectives. The entire evaluation process should last for one hour.

3.5. MARKING AND PERCENTAGE VALUE OF THE THESIS

The research paper counts for 40% of the final result of the Master of Advanced Studies in Theology and Religion. The research paper is evaluated by the promoter (40 points), and two correctors (20 + 20 points). The common grade, which also includes the evaluation of the presentation, accounts for 40 points.

4. DOCTORAL DISSERTATION

See the *Faculty Regulations for the Doctoral Examination with Dissertation* as approved by the Faculty Council: <http://theo.kuleuven.be/page/doctregulations/>

CHAPTER III TYPOGRAPHICAL GUIDELINES

1. LAY-OUT

1.1 FORMAT

Dissertations, theses and papers are presented on A4 size paper (21 x 29.5 cm recto or recto verso). Dissertations, theses and research papers should be bound in a solid cover. The title is printed on the cover.

1.2 TITLE

Top:	KATHOLIEKE UNIVERSITEIT LEUVEN Faculty of Theology
Centre:	TITLE, subtitle and volume
Down right:	A thesis presented in partial fulfilment of the requirements for the Master of Theology and Religious Studies by First name NAME
Down left:	Promoter Prof. Dr. First Name NAME Co-Promoter Prof. Dr. First Name NAME
Bottom:	Year

Variations indicating the academic degree:

- A research paper presented in partial fulfilment of the requirements for the Master of Advanced Studies in Theology and Religion
- A dissertation presented in partial fulfilment of the requirements for the Doctor's Degree in Theology

For yearly *essays* one only mentions:

- Essay 2nd Phase / 3rd Phase Bachelor's Degree in Theology and Religious Studies
Presented by First name NAME
Year

Arrangement of the text: see sample title pages in appendix.

1.3 COMPOSITION AND NUMBERING OF PAGES

The *introductory part* is paginated using in Roman numerals:

- I : Title page
- II : Foreword, mentioning the name of the promoter
- III : Table of contents
- IV : Bibliography (preceded, if necessary, by a list of abbreviations)
- V : Introduction

The *body of the text* is paginated using Arabic numerals.

Page numbers are printed in the upper right corner of the pages. On pages I and II (with Title and Foreword) the page number is *not* printed. Page numbers are not printed on other important pages, such as the first page of a chapter or other pages beginning with titles. Running titles may be provided (*i.e.*, an indication at the top of each page as to the chapter, or other major division, to which it belongs) in italics (as in these *Guidelines*) or in small capitals.

1.4 PAGE AND TEXT ARRANGEMENT

1.4.1 TITLES

The titles/headings of chapters and other subdivisions should use the following formatting:

CHAPTER I. IN CAPITALS/BOLD

§ 1. FIRST LEVEL – IN SMALL CAPITALS/BOLD

A. SECOND LEVEL – IN SMALL CAPITALS/NOT BOLD

1. Third level – in standard letters/bold

a. Fourth level – in standard letters/italics/not bold

Where the text requires less varied subdivision, levels one and two (§1 and A) may be omitted.

Decimal subdivisions may also be employed within each chapter: 1.1 and 1.1.1, etc. One should avoid the over-complex use of such subdivisions. The same formatting pattern as presented above is also to be used with decimal subdivisions.

1.4.2 RECOMMENDED MARGINS

Left and right: 2 - 3.5 cm

Top and bottom: 2 - 3.5 cm

A new paragraph should be set off by indenting its first line, preferably by less than 1 cm.

1.4.3 LETTER SIZE AND LINE SPACING

The *font size* is to be no larger than 12 and no smaller than 9. Preferably the text is to be printed in font size 11, the footnotes in font size 9 or 10.

Line spacing in the text is to be larger than 1 and smaller than 1.5 (suggestion: 1.1). In footnotes line spacing is 1.

1.4.4 REFERENCE NOTES

Reference notes should be placed at the bottom of the page as footnotes, and not collected at the end of the text as endnotes. They are numbered throughout the text (for longer texts with several chapters this can be done per chapter). Footnotes are separated from the text by a line of ca. 5 cm, extending from the left margin.

The reference number in the text is given in superscript. In the footnote, however, one uses either the normal letter or superscript, preceded by an indent. Footnotes are not to be separated from one another by extra space.

1.4.5 QUOTATIONS

Quotations in the text should be put in quotation marks (“ ”). Apparent errors or use of gender-specific language in the original text should not be corrected but should be followed by the conventional [*sic*]. Square brackets should always be employed to indicate insertions made in the original quotation.

Block quotations may be employed for more extensive texts. They should be

indented on the left margin and the right margin. They are to be distinguished from the main text by a blank line before and after the quotation. Quotation marks are not employed in such instances. As with the present example, block quotations may be presented in a smaller letter size. Reference to the footnote follows as a rule at the end of a block quotation.

1.4.6 ITALICS

Italics are employed for foreign languages and transliterations (such as *anima, theios anèr*), but not when one employs the original script (e.g. Greek or Hebrew).

1.4.7 BLANK LINES AND SPACES

Blank lines are inserted only before and after titles and before and after block quotations. They are not as a rule to be employed between paragraphs or between footnotes. In the main text, spaces are to be employed *after* punctuation marks and not before. There should be no spacing, however, after a full stop or comma between two numbers (e.g. 1.1.; Mk 4:5,8), or between two or more succeeding punctuation marks (e.g. “[...]” or “[...!]”).

1.4.8 SPELLING

Students are expected to be consistent in their use of alternative English spelling.

1.4.9 PUNCTUATION

Double quotation marks within double quotation marks are given as single quotation marks: “‘...’”

Curved brackets within curved brackets are given as square brackets: ([...]).

2. REFERENCE NOTES AND BIBLIOGRAPHICAL ENTRIES

The Faculty recommends the use of the Chicago Manual of Style, a useful summary of which can be found in Kate L. Turabian, *Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, ⁷2007). While copies of this and earlier editions are available in the Faculty Library, students are advised to obtain their own copy of the most recent edition of this work (NB websites offering samples of Turabian referencing are often not up to date). This method of referencing is generally referred to as the ‘Turabian style’ and is an accepted international standard in academic writing.

What follows is a limited summary of the major points of the Turabian style that are most frequently used in the composition of essays, theses, dissertations etc.

It is important to note that Turabian presents the details of publication differently in footnote references and bibliographical lists.

2.1 BOOKS

The bibliographical reference to books indicates author, title, number of volumes, place, name of the publishing agency, year of publication. This information is reproduced from the title page and not from the cover or dust jacket (even where the latter seems to provide more complete or correct information). If information on the title page is incomplete, it should be taken from elsewhere in the book (e.g. in the colophon). All information that is known but not mentioned in the publication, is given between square brackets. Bibliographical information that does not belong to the title of the book, is usually given in English; this applies particularly to the place of publication.

2.1.1 AUTHOR

The name of the author or editor is not given in (small) capitals. The first name is written in full (as provided in the title page). In the footnotes the author's name is given in the order of first name first and last name last. In the bibliography, the last name of the author precedes the first name(s). Where two authors or editors are referred to their names are joined by 'and', e.g. Dana Carleton Munro and Raymond James Sontag. Where three or more authors or editors are referred to their names should be divided by a comma: e.g. Mary Lyon, Bryce Lyon, and Henry S. Lucas.

2.1.2 TITLE

Information contained in the title and subtitle of the book is never given in bold, but italicised. Title and subtitle are divided by a colon.

2.1.3 CAPITALS

The title should be taken literally from the information provided on the title page. A significant error in the title can be indicated with the conventional [*sic*]. Only the use of capitals should be adapted. Capitalize the titles of all works according to the following rules:

- Dutch, French: use as few capitals as possible;
- German: capitalize all substantives;
- English titles: capitalize substantives, adjectives, verbs, adverbs, and numerals; prefixes, articles and other particles are not capitalized.

Karl Rahner, *Grundkurs des Glaubens: Einführung in den Begriff des Christentums* (Freiburg, Basel, and Vienna: Herder, 1976).

Mathew L. Lamb, *Solidarity with Victims: Toward a Theology of Social Transformation* (New York: Crossroad, 1982).

2.1.4 SERIES

When a book is published in a series, the name of the series appears after the title, preceded by a comma; the number of the book within the series follows in Arabic numerals.

David L. Mueller, *Foundation of Karl Barth's Doctrine of Reconciliation: Jesus Christ Crucified and Risen*, Toronto Studies in Theology 54 (Lewiston, Queenston, and Lampeter: Edwin Mellen, 1991).

The title of the series can be given in an acceptable abbreviation or as a siglum.

Todd A. Salzmann, *Deontology and Teleology: An Investigation of the Normative Debate in Roman Catholic Moral Theology*, BETL 120 (Leuven: University Press and Peeters, 1995).

2.1.5 EDITOR

Multi-author works are mostly published under the name of one or more editors (or Herausgeber: "herausgegeben von ..."; éditeur: "sous la direction de ..."). The name of the editor (Herausgeber, éditeur) is indicated as the author's name, and followed by: ed. Various editors are to be provided up to a maximum of three. When there are four or more editors, only the first is named, followed by: *et al.*, eds.

Werner G. Jeanrond and Jennifer L. Rike, eds., *Radical Pluralism and Truth: David Tracy and the Hermeneutics of Religion* (New York: Crossroad, 1991).

Carsten Bresch, Sigurd Martin Daecke, Helmut Riedlinger, eds., *Kann man Gott aus der Natur erkennen?: Evolution als Offenbarung*, Quaestiones disputatae 125 (Freiburg, Basel, and Vienna: Herder, 1990).

H. J. W. Drijvers *et al.*, eds., *IV Symposium Syriacum 1984: Literary Genres in Syriac Literature (Groningen – Oosthesselen 10-12 September)*, *Orientalia Christiana Analecta* 229 (Rome: Pontificium Institutum Studiorum Orientalium, 1987).

When an author's work is republished, the name of the editor of the work is given after the title and preceded by: ed. The name of the translator of a work is given in the same way, preceded by: trans.

John Henry Newman, *An Essay in Aid of a Grammar of Assent*, ed. Ian T. Ker (Oxford: Clarendon, 1985).

In an extensive bibliographical reference the complete annotation may be given (in Roman characters) as on the title page, instead of the abbreviation: ed. This should be done, for example, for new, text-critical editions of ancient works or when the annotation contains relevant information.

John Henry Newman, *An Essay in Aid of a Grammar of Assent*, edited with Introduction with Notes by Ian T. Ker (Oxford: Clarendon, 1985).

Augustinus, *In Iohannis Evangelium Tractatus CXXIV*, post Maurinos textum edendum curavit Radbodus Willems, *Corpus Christianorum: Series Latina* 36 (Turnhout: Brepols, 1954).

Friedrich Daniel Ernst Schleiermacher, *On Religion: Speeches to Its Cultured Despisers*, introduction, translation, and notes by Richard Crouter, *Texts in German Philosophy* (Cambridge: University Press, 1988).

Other names, such as those of the author of a preface or introduction can be indicated in the same way.

Michel Despland, *La religion en Occident: Évolution des idées et du vécu*, Préface de Claude Geffré, *Cogitatio Fidei* 101 (Montréal and Paris: Éditions du Cerf, 1979).

2.1.6 VOLUMES

If a work consists of various volumes, reference to one of them is given by the abbreviation vol. (for volume) or vols. (for volumes). In a full reference one can keep the reference in the original language, if desired, in an abbreviated form; thus: dl. (deel); Bd. (Band), t. (tome), Tl. (Teil). This information is given in Arabic numerals.

Justo L. González, *A History of Christian Thought*, vol. 2 (Nashville: Abingdon, 1971).

Helmut Thielicke, *Theologische Ethik*, II. Band, *Entfaltung*, 2. Teil, *Ethik des Politischen* (Tübingen: Mohr, 1958).

2.1.7 EDITIONS

When one refers to a second (or later) edition of a work, the number of the edition is mentioned after the title or is indicated in superscript before the year.

Avery Dulles, *Models of the Church*, 2nd ed. (Garden City, NY: Doubleday, 1987) / or: (Garden City, NY: Doubleday, ²1987).

When two or more editions of the same work are cited, the modified data must be mentioned (separated by a semicolon).

Avery Dulles, *Models of the Church* (Garden City, NY: Doubleday, 1974; 2nd ed., 1987) / or: (Garden City, NY: Doubleday, 1974; ²1987)

A simple reissue, the text of which has not been altered, can be indicated with 'reprint'.

Henry Chadwick, *The Early Church*, The Pelican History of the Church, vol. 1 (Harmondsworth: Penguin, 1967; reprint 1976).

Photographic reprinting can be indicated in two ways:

Martin Grabmann, *Die Geschichte der katholischen Theologie seit dem Ausgang der Väterzeit: Mit Benützung von M. J. Scheebens Grundriß dargestellt* (Freiburg i. Br.: Herder, 1933; reprint Darmstadt: Wissenschaftliche Buchgesellschaft, 1983).

or:

Martin Grabmann, *Die Geschichte der katholischen Theologie seit dem Ausgang der Väterzeit: Mit Benützung von M. J. Scheebens Grundriß dargestellt* (Darmstadt: Wissenschaftliche Buchgesellschaft, 1983 = Freiburg i. Br.: Herder, 1933).

2.1.8 PLACE, PUBLISHING AGENCY AND YEAR

Use the English name for the place of publication (München becomes Munich, etc.). Places of publication in the United States are followed by the name of the state in abbreviated form (e.g. Grand Rapids, MI – see appendix) except when the city of publication is the same as the state (e.g. New York).

Use a colon to separate place and publisher. The name of the publisher should be shortened, by omitting abbreviations such as: Inc., Ltd., and words such as: The, Press etc. Where a university press is the publishing agency, the term Press is included. When the place and/or year of publication are not known, the missing data are given as follows:

- place unknown: n.p.
- year unknown: n.d.
- place and year unknown: n.p., n.d.

Sidney G. Hall, III, *Christian Anti-Semitism and Paul's Theology* (Minneapolis, MN: Fortress, 1993).

Where missing data is found elsewhere, this should be mentioned between square brackets.

Walter Walsh, *The Secret History of the Oxford Movement* (n.p., [1897]).

2.2 ARTICLES IN JOURNALS

The title of the article is not italicised but put between double quotation marks. It is separated from the title of the periodical by a comma, which should precede the closing quotation mark. The title of the periodical is given in italics and followed by the number of the volume, the year of publication (enclosed in parentheses) followed by a colon and the indication of the first and last page of the article.

Jan Willem van Henten, "The First Testing of Jesus: A Rereading of Mark 1.12-13," *New Testament Studies* 49 (1999): 349-366.

When a volume number extends over more than one calendar year this is indicated by reference to the years in question.

Eric Fuchs, "Providence and Politics: A Reflection on the Contemporary Relevance of the Political Ethics of John Calvin," *Louvain Studies* 10 (1984-85): 231-243.

When an article consists of several parts contained in a single volume each part is indicated by the first and last page number separated by a comma.

Kurt Meier, "Kirchliche Zeitgeschichte," *Theologische Rundschau* 64 (1999): 38-83, 153-196, 241-276.

When an article consists of several parts contained in successive volumes of a journal, this information is also provided and separated by a semi-colon.

John P. Boyle, "The Ordinary Magisterium: Towards a History of the Concept," *The Heythrop Journal* 20 (1979): 380-398; 21 (1980): 14-29.

When each issue within a volume of a journal is paginated separately, and not throughout the volume, the issue number is indicated after the volume number and preceded by: no.

Eleanor Nesbitt and Robert Jackson, "Christian and Hindu Children: Their Perceptions of Their Own and Each Other's Religious Traditions," *Journal of Empirical Theology* 5, no. 2 (1992): 39-62.

The name of the periodical is sometimes given by an abbreviation or a siglum:

Jan Willem van Henten, "The First Testing of Jesus: A Rereading of Mark 1.12-13," *New Test. Stud.* 49 (1999): 349-366 / or: *NTS* 49 (1999): 349-366.

The indication of the month or the day of publication may be omitted, unless it is necessary to determine the specific issue referred to.

2.3 ARTICLES IN COLLECTIONS AND FESTSCHRIFTEN

The title of the article is placed in inverted commas and is followed by 'in', the complete reference to the title of the collection, the name(s) of the editor(s), preceded by 'ed.', publication data between parentheses, and an indication of the first and last pages of the article.

David J. Reimer, "Concerning Return to Egypt: Deuteronomy xvii 16 and xxviii 68 Reconsidered," in *Studies in the Pentateuch*, ed. John A. Emerton, Supplements to Vetus Testamentum 41 (Leiden, New York, Copenhagen, and Cologne: Brill, 1990), 217-229.

A Festschrift (Mélanges; Studies in Honour of ...) is referred to in the same way. Reference in this instance may be abbreviated by FS followed by the name of the person being honoured (between round brackets and in Roman letters). The abbreviation FS, which stands for the German term Festschrift, may be used whatever original expression is employed.

Maurice Wiles, "In What Contexts Does It Make Sense to Say, 'God Acts in History'?", in *Witness and Existence: Essays in Honor of Schubert M. Ogden*, ed. Philip E. Devenish and George L. Goodwin (Chicago and London: University of Chicago Press, 1989), 190-199.

or:

Maurice Wiles, "In What Contexts Does It Make Sense to Say, 'God Acts in History'?", in *Witness and Existence* (FS Schubert. M. Ogden), ed. Philip E. Devenish and George L. Goodwin (Chicago and London: University of Chicago Press, 1989), 190-199.

2.4 ARTICLES IN DICTIONARIES AND ENCYCLOPAEDIAS

Articles in well-known, multi-volume dictionaries and encyclopaedias are referred to in

the same way as articles in periodicals.

Gene Outka, "Situationsethik," *Theologische Realenzyklopädie* 31 (2000): 337-342.

M. Joseph Costelloe, "Pontifical Universities, Roman," *New Catholic Encyclopedia* 11 (1967): 557-562.

G[ershon] Sch[olem], "Kabbalah," *Encyclopaedia Judaica* 10 (1971): 489-653.

Words in non-Roman script (*e.g.* Greek or Hebrew) may be provided in transcribed form.

Johannes Schneider, "Meros," *Theologisches Wörterbuch zum Neuen Testament* 4 (1942): 598-602.

E. Lipinski, "Qānāh," *Theologisches Wörterbuch zum Alten Testament* 7 (1990): 63-71.

Preferably, however, the title is given in the original language:

Johannes Schneider, Μέρος, *Theologisches Wörterbuch zum Neuen Testament* 4 (1942): 598-602.

Edward Lipinski, ηνθ, *Theologisches Wörterbuch zum Alten Testament* 7 (1990): 63-71.

2.5 ARTICLES IN NEWSPAPERS AND MAGAZINES

The title of the article is given in the same way as for a periodical. The indication of the volume and year of publication are substituted with the date (day, month, year). Page numbers are not given because newspapers often have several editions.

Lino Ciccone, "La sterilizzazione degli handicappati: Aspetti giuridici e morali," *L'Osservatore Romano*, March 1-2, 1993.

Garry Wills, "In Praise of Censure," *Time*, July 31, 1989.

2.6 BOOK REVIEWS

A book review is referred to in the same way as an article in a periodical, except for the title: here the indication "review of" is followed by the title of the reviewed work and the name of the author.

Roger Charles, review of *Papal Teaching on Private Property 1891-1981*, by Matthew Habiger, *Studies in Christian Ethics* 5, no. 2 (1992): 82-85.

David L. Edwards, review of *Ernst Troeltsch*, by Hans Georg Drescher, *Church Times*, February 26, 1993.

2.7 UNPUBLISHED DISSERTATIONS, THESES, PAPERS

The author's name is followed by the title in quotation marks. Reference should be made in addition (between round brackets) to the type of written work (Master's Thesis, Doctoral Dissertation), the relevant academic institution and the year.

Philip A. Ballinger, "The Poem as 'Sacrament': The Theological Aesthetic of Gerard Manley Hopkins" (unpublished doctoral dissertation, Faculty of Theology, K.U.Leuven, 1998).

2.8 ARCHIVES

Documents from archives are referred to as follows: the location of the archives is followed by the name of the archives (in Roman characters), the indication of the list in italics, and, if so desired, with additional identification of the document.

Rome, Archivio Segreto Vaticano, *Pio IX*, Oggetti vari, 13.

For correspondence, the reference to the archives is preceded by an indication of the sender and the addressee, and the date of the letter.

H. W. Pownall to Richard Simpson, May 14, 1872, Downside, Downside Abbey Archives, *Simpson Collection*, Box III.

The names of the archives and their files are often indicated with an acceptable abbreviation or a siglum:

H. W. Pownall to Richard Simpson, May 14, 1872, DAA, *Simpson*, Box III.

2.9 DIGITAL SOURCES

Reference to digital sources should conform in as far as possible to reference to printed sources. As a rule, the 'place of publication' should be the only difference in this regard. The present *Guidelines* only discuss the most frequently used digital sources of information. Reference to a web-based document should, in principle, mention the URL (Uniform Resource Locator).

2.9.1 SOURCES ON THE INTERNET

The author and title of the source should be referred to in line with the general rules outlined above. This is followed where possible/if appropriate (and in brackets) by the date of the document or of its last revision. Preceded by 'available from', the full page address then follows to be concluded by the date of access.

Paul Halsall, "Homosexuality and Catholicism: A Partially Annotated Bibliography," <http://www.fordham.edu/halsall/pwh/lgbcathbib.html> [accessed April 30 2001].

Federation of Asian Bishops' Conferences, Sixth Plenary Assembly, Final Statement, "Christian Discipleship in Asia Today: Service to Life," January 10-19, 1995, Manila, Philippines, http://www.ucanews.com/html/fabc_plenary/fabc-95.htm [accessed April 30 2001].

Journals available only online are referred to in the same way as printed journals. Page numbers are replaced by [journal online], the full internet address and the date of access.

Julia Reinhard Lupton, "Religion and Psychoanalysis: Three Fundamental Concepts," *Journal for Cultural and Religious Theory* 2, no. 1 (2000) [journal online]; http://www.jcrt.org/archives/02.1/intro_reinhard_lupton.shtml [accessed April 30 2001].

2.9.2 OTHER DIGITAL SOURCES

Documents available on CD-ROM are referred to in the same way as printed sources with the addition of [CD-ROM] after the title.

W. G. Lambert, "Enuma Elish," *The Anchor Bible Dictionary* [CD-ROM] (New York, London, Tokyo, Sydney, and Auckland: Doubleday, 1992).

2.10 REFERENCES IN FOOTNOTES

The first reference to a work in footnote is given in full. The pages cited or referred to are added, preceded by a comma. The use of the abbreviations: p. (page), pp. (pages); c. (column), cc. (columns); al. (alineia), n. (footnote), l. (line) is only necessary when absence of these indications may cause confusion.

Mathew L. Lamb, *Solidarity with Victims: Toward a Theology of Social Transformation* (New York: Crossroad, 1982), 47-65.

The indication of the inclusive page numbers (indicating the first and last page of the article) should only be given when the whole article is being referred to.

Stanley Hauerwas, "Surviving Postmodernism: The University, the Global Market, and Christian Narrative," *Soundings* 82 (1999): 112.

Roland Meynet, "Comment établir un chiasme: À propos des 'Pèlerins d'Emmaüs'," *Nouvelle revue théologique* 110 (1978): 240 n. 21.

Where reference is made for a second (and third, fourth...) time to a title already referred to in full, an abbreviated form of the said title should be employed. As a rule, that segment of the title up to and including the first noun should be used, but for the sake of clarity the abbreviation may be lengthier.

Hauerwas, "Surviving Postmodernism," 112.

Meynet, "Comment établir un chiasme," 240.

For abbreviations of the titles of commentaries on the Bible, reference should only be made to the name of the book in its original language.

Joseph A. Fitzmyer, *The Gospel According to Luke (I-IX)*, The Anchor Bible 28 (Garden City, NY: Doubleday, 1981).

second reference:

Fitzmyer, *Luke*, 136.

Where reference is made in the footnotes to the name of an author in the course of a grammatical sentence, the remaining bibliographical references should be placed in brackets.

Meynet ("Comment établir un chiasme," 237) expresses it as follows: "..."

When the work cited immediately before (on the same page) has been written by the same author, then *id.* (*idem* = the same) or the feminine form *ead.* (*eadem*) can be used in place of the author's name, followed by the title. When the author and the title are the same as that of the previous reference, then *ibid.* (*ibidem* = in the same place) may be employed, followed by the indication of the page(s). When these terms are the first words in the note, they are written with initial capitals (*Id.* & *Ibid.*)

1. Dulles, *Models of the Church*, 128.
2. *Ibid.*, 32.
3. *Id.*, *The Craft of Theology*, 85.

When two references are made on the same page to the same work and are separated by a reference to a different work, the author's name is repeated in the second reference with the abbreviated title, followed by the indication of page number(s).

1. Jean-François Chiron, "Le magistère dans l'histoire: Évolutions et révolutions dans la compréhension de la 'fonction d'enseignement' de l'Église," *Recherches de science religieuse* 87 (1999): 483-518.
2. Dulles, *Models of the Church*, 128.
3. Chiron, "Le magistère dans l'histoire," 496-498.

Standard abbreviations may also be employed instead of an abbreviated title. In such instances the title follows the reference to the author's name:

- *op. cit.*, or *o.c.*, (*opere citato* = in the book cited),
- *art. cit.*, or *a.c.*, (*articulo citato* = in the article cited), followed by indication of page number(s).

When the page does not change:

- *loc. cit.*, or *l.c.*, (*loco citato* = in the place cited; in this case one obviously does not use *op. cit.* etc.).

1. Jean-François Chiron, "Le magistère dans l'histoire: Évolutions et révolutions dans la compréhension de la 'fonction d'enseignement' de l'Église," *Recherches de science religieuse* 87 (1999): 483-518.
2. Dulles, *Models of the Church*, 128.
3. Chiron, *art. cit.*, 496-498.

Every footnote should begin with a capital letter and end with a full stop. References to a variety of works are separated by a semi-colon.

Where a text is literally quoted, the name of the author and other bibliographical details must be given in a footnote. Where one employs an idea of an author (not quoting literally) or when one bases oneself on the work of another, the bibliographical information in the footnote reference should be preceded by: See, or: Cf. (see, however, the section on plagiarism).

Punctuation

Use a *comma* to separate successive pieces of information. Use a *colon* to separate the title and subtitle, as well as the place and agency of publication. Use a *semicolon* to distinguish parallel pieces of information (e.g. different editions of the same publication). Use a *period* for abbreviations.

2.11 BIBLIOGRAPHICAL LIST

Titles are catalogued alphabetically by author. The proper procedure to arrange names in alphabetical order is explained in the appendix of this booklet. Unlike references in footnotes, in the bibliography subsequent elements in the titles are separated by a period. In the bibliography the first name is mentioned *after* the surname and separated from it with a comma. A work for which no author (editor, compiler or other) is known appears in a bibliography under the title of the work, alphabetized by the first word, or by the first word following an initial article. Several titles by the same author are arranged alphabetically according to the title or chronologically. The name of the author can be repeated in each instance or replaced by a horizontal eight-space line.

The second (and subsequent) line of the title should be indented according to the usual convention.

- de Vogüé, Adalbert. *Histoire littéraire du mouvement monastique dans l'antiquité*. Patrimoines: Christianisme. 5 vols. Paris: Éditions du Cerf, 1991-1998.
- Dietrich, Donald J. and Michael J. Himes, eds. *The Legacy of the Tübingen School: The Relevance of Nineteenth-Century Theology for the Twenty-First Century*. New York: Crossroad, 1997.
- Documents on the Liturgy 1963-1979: Conciliar, Papal, and Curial Texts*. Collegeville, MN: Liturgical Press, 1982.
- D'Souza, Henry. "Les conditions du dialogue éthique-économique en Asie." In *Éthique, économie et développement: L'enseignement des évêques des cinq continents (1891-1991)*, edited by Roger Berthouzoz and Roberto Papini, *Études d'éthique chrétienne* 62, 221-225. Fribourg and Paris: Éditions Universitaires, 1995.
- Dulles, Avery. *Models of the Church*. 2nd ed. Garden City, NY: Image, 1987.
- Dulles, Avery. *The Craft of Theology: From Symbol to System*. New York: Crossroad, 1992.

or:

- _____. *The Craft of Theology: From Symbol to System*. New York: Crossroad, 1992.
- Duquoc, Christian. *Des ecclésiologies provisoires: Essai d'ecclésiologie oecuménique*. Théologies. Paris: Éditions du Cerf, 1985.

APPENDICES

I. ALPHABETISING LISTS OF NAMES

If the surname of the author has no prefix (*e.g.* Cerfaux, Barth, Miller) the alphabetical organization is straightforward. Other names, however, have separable prefixes (*e.g.* F.M. Du Buit, Roland De Vaux, Gerhard von Rad, G. van der Velde, K. Zum Berge). For these, it is possible to apply the following rule. Dutch, German and Swedish names are alphabetized under the name (not the prefix). French, Italian, Portuguese and Spanish names with prefixes consisting of an article (or of a preposition and an article which form one word) are alphabetized under the prefix. Names in these Romance languages, which have a prefix consisting of only a preposition, are listed under the name (not the prefix).

Thus, the above-mentioned names would be written in this way for the purpose of alphabetisation:

Du Buit, F.M.
 Vaux, Roland De
 Rad, Gerhard von
 Velden, G. van der
 Berge, K. Zum

Other prefixes are sometimes written separately, such as Saint, San, Sint, Fitz, Mac, or joined with an inverted comma as in O'. Names with these prefixes are alphabetised under the prefix. Thus:

Fitz Gerald, Michael
 Mac Millan, Robert
 O'Brien, John
 Saint-Hilaire, Michel

Prefixes such as Mc, St and Ste retain their form, but are alphabetised according to the following rules:

Mc is treated as Mac
 St is treated as Saint
 Ste is treated as Sainte

Some names have prefixes that are inseparable (the prefixes form one word with the name itself), *e.g.*: M. Vanderheyden. Such a name retains its form in the alphabetisation: Vanderheyden, M. and *not*: Heyden, M. Vander.

In alphabetising German and Scandinavian names (or titles), ä, ö and ü are considered to equal ae, oe and ue respectively. Similarly, ø becomes oe. The Scandinavian å becomes aa.

II. ABBREVIATIONS

1. ABBREVIATIONS OF PERIODICALS, SERIES AND DICTIONARIES

If citations and bibliographical entries have been made through the use of abbreviations, an explanatory list should be provided. One should use standard abbreviations from existing lists, such as the “Abkürzungsverzeichnis” added to *Theologische Realenzyklopädie* (1976, ²1992), or to the new edition of *Lexikon für Theologie und Kirche* (1993), or in the lists of abbreviations in the *Elenchus bibliographicus* of the periodical *Biblica*, and in *Ephemerides Theologicae Lovanienses* 66 (1990) 508-509.

What follows is a list of abbreviations frequently employed in theological (and related) research. It should be noted that in German publications (such as the “Abkürzungsverzeichnisse” mentioned above), for words such as “Theologie” and “Philosophie” the letter ‘h’ is included in the abbreviations; this is not the case in the following list (thus, *e.g.*, LThK = LTK; ThQ = TQ, etc.).

Periodicals

AAS	Acta Apostolicae Sedis
AHC	Annuaire Historiae Conciliorum
AHP	Archivum Historiae Pontificiae
ALW	Archiv für Liturgiewissenschaft
AnBoll	Analecta Bollandiana
ASS	Acta Sanctae Sedis
ATR	Anglican Theological Review
BEQ	Business Ethics Quarterly
BiE	Bioethics
BJRL	Bulletin of the John Rylands University Library of Manchester
BLE	Bulletin de littérature ecclésiastique
BS	Bibliotheca Sacra
BTB	Biblical Theology Bulletin
BuE	Business Ethics
CBQ	Catholic Biblical Quarterly
CHR	Catholic Historical Review
EE	Environmental Ethics
EP	Ethical Perspectives
ETL	Ephemerides Theologicae Lovanienses
ETR	Études théologiques et religieuses
EvT	Evangelische Theologie
ExpT	The Expository Times
FZPT	Freiburger Zeitschrift für Philosophie und Theologie
HCR	Hastings Center Report
HTR	Harvard Theological Review
IKZ	Internationale kirchliche Zeitschrift
ITQ	Irish Theological Quarterly
JAAR	Journal of the American Academy of Religion
JAC	Jahrbuch für Antike und Christentum
JAEE	Journal of Agricultural and Environmental Ethics
JBE	Journal of Business Ethics
JBL	Journal of Biblical Literature
JEH	Journal of Ecclesiastical History
JET	Journal of Empirical Theology
JME	Journal of Medical Ethics
JR	The Journal of Religion
JRE	Journal of Religious Ethics
JSNT	Journal for the Study of the New Testament
JSOT	Journal for the Study of the Old Testament
JTS	The Journal of Theological Studies

KD	Kerygma und Dogma
LS	Louvain Studies
LTP	Laval théologique et philosophique
MSR	Mélanges de science religieuse
MTZ	Münchener theologische Zeitschrift
NRT	Nouvelle revue théologique
NT	Novum Testamentum
NTS	New Testament Studies
NTT	Nederlands theologisch tijdschrift
NZMW	Neue Zeitschrift für Missionswissenschaft
NZST	Neue Zeitschrift für systematische Theologie und Religionsphilosophie
OCP	Orientalia Christiana Periodica
OGE	Ons Geestelijk Erf
OTE	Old Testament Essays
QL	Questions liturgiques – Studies in Liturgy
RB	Revue Biblique [Internationale]
RBén	Revue bénédictine
RBPH	Revue belge de philologie et d'histoire
RET	Revista española de teología
RevSR	Revue des sciences religieuses
RHE	Revue d'histoire ecclésiastique
RHEF	Revue d'histoire de l'Église de France
RHPR	Revue d'histoire et de philosophie religieuses
RHR	Revue de l'histoire des religions
RPL	Revue philosophique de Louvain
RQ	Römische Quartalschrift für christliche Altertumskunde und Kirchengeschichte
RSPT	Revue des sciences philosophiques et théologiques
RSR	Recherches de science religieuse
RTAM	Revue de théologie ancienne et médiévale
RThom	Revue Thomiste
RTL	Revue théologique de Louvain
RTP	Revue de théologie et de philosophie
RTPM	Recherches de théologie et de philosophie médiévales
SBL SP	Society of Biblical Literature Seminar Papers
SM	Studia Moralia
SNTU	Studien zum Neuen Testament und seiner Umwelt
StZ	Stimmen der Zeit
TDig	Theology Digest
ThPh	Theologie und Philosophie
TLZ	Theologische Literaturzeitung
TPQ	Theologisch-praktische Quartalschrift
TQ	Theologische Quartalschrift
TRev	Theologische Revue
TRu	Theologische Rundschau
TS	Theological Studies
TTZ	Trierer theologische Zeitschrift
TvL	Tijdschrift voor Liturgie
TvT	Tijdschrift voor Theologie
TZ	Theologische Zeitschrift
USQR	Union Seminary Quarterly Review
VigChr	Vigiliae Christianae
VT	Vetus Testamentum
ZAW	Zeitschrift für die alttestamentliche Wissenschaft
ZKG	Zeitschrift für Kirchengeschichte
ZKT	Zeitschrift für katholische Theologie
ZMRW	Zeitschrift für Missionswissenschaft und Religionswissenschaft
ZNTG	Zeitschrift für Neuere Theologiegeschichte
ZNW	Zeitschrift für die neutestamentliche Wissenschaft und die Kunde der älteren Kirche

ZRGG	Zeitschrift für Religions- und Geistesgeschichte
ZTK	Zeitschrift für Theologie und Kirche

Manuals and Text Editions

CCEO	Codex Canonum Ecclesiarum Orientalium
CChr	Corpus Christianorum
	CChr CM Continuatio Mediaevalis
	CChr SG Series Graeca
	CChr SL Series Latina
CIC	Codex Iuris Canonici
CPG	Maurits Geerard, Clavis Patrum Graecorum
CPL	Eligius Dekkers, Clavis Patrum Latinorum
CSCO	Corpus Scriptorum Christianorum Orientalium
CSEL	Corpus Scriptorum Ecclesiasticorum Latinorum
DS	Henricus Denzinger & Adolfus Schönmetzer (eds.), Enchiridion symbolorum, definitionum et declarationum de rebus fidei et morum
GCS	Die Griechischen Christlichen Schriftsteller der ersten drei Jahrhunderte
HDG	Handbuch der Dogmengeschichte
MANSI	Giovanni Domenico Mansi (ed.), Sacrorum conciliorum nova et amplissima collectio
PG	Patrologia Graeca [= Jacques-Paul Migne, ed., Patrologiae cursus completus. Series Graeca]
PL	Patrologia Latina [= Jacques-Paul Migne, ed., Patrologiae cursus completus. Series Latina]
SC	Sources chrétiennes
WA	D. Martin Luthers Werke. Kritische Gesamtausgabe

Encyclopedias and Dictionaries

ABD	The Anchor Bible Dictionary
DACL	Dictionnaire d'archéologie chrétienne et de liturgie
DBS	Dictionnaire de la Bible. Supplément
DCH	The Dictionary of Classical Hebrew
DDC	Dictionnaire de droit canonique
DHGE	Dictionnaire d'histoire et de géographie ecclésiastiques
DSp	Dictionnaire de spiritualité ascétique et mystique
DTC	Dictionnaire de théologie catholique
EKL	Evangelisches Kirchenlexikon
HALOT	The Hebrew and Aramaic Lexicon of the Old Testament
IDB	The Interpreter's Dictionary of the Bible
LCM	Lexikon der christlichen Moral
LTK	Lexikon für Theologie und Kirche
NCE	New Catholic Encyclopedia
NDCEPT	New Dictionary of Christian Ethics and Pastoral Theology
NIDOTTE	New International Dictionary of Old Testament Theology and Exegesis
ODCC	The Oxford Dictionary of the Christian Church
RAC	Reallexikon für Antike und Christentum
RGG	[Die] Religion in Geschichte und Gegenwart
TDNT	Theological Dictionary of the New Testament
TRE	Theologische Realenzyklopädie
TWAT	Theologisches Wörterbuch zum Alten Testament
TWNT	Theologisches Wörterbuch zum Neuen Testament

Series

ANL	Annua Nuntia Lovaniensia
ANRW	Aufstieg und Niedergang der römischen Welt
ATANT	Abhandlungen zur Theologie des Alten und Neuen Testaments
BETL	Bibliotheca Ephemeridum Theologicarum Lovaniensium
BRHE	Bibliothèque de la Revue d'histoire ecclésiastique
BWANT	Beiträge zur Wissenschaft vom Alten und Neuen Testament
BZAW	Beiheft zur Zeitschrift für die alttestamentliche Wissenschaft
BZNW	Beiheft zur Zeitschrift für die neutestamentliche Wissenschaft
CBQ MS	Catholic Biblical Quarterly Monograph Series
FRLANT	Forschungen zur Religion und Literatur des Alten und Neuen Testaments
JSNT SS	Journal for the Study of the New Testament Supplement Series
JSOT SS	Journal for the Study of the Old Testament Supplement Series
LQF	Liturgiewissenschaftliche Quellen und Forschungen
LTPM	Louvain Theological and Pastoral Monographs
MHP	Miscellanea Historiae Pontificiae
QD	Quaestiones disputatae
SANT	Studien zum Alten und Neuen Testament
SBL DS	Society of Biblical Literature Dissertation Series
SBS	Stuttgarter Bibelstudien
SNTA	Studiorum Novi Testamenti Auxilia
SNTS MS	Society for New Testament Studies Monograph Series
SUNT	Studien zur Umwelt des Neuen Testaments
TANZ	Texte und Arbeiten zum neutestamentlichen Zeitalter
TU	Texte und Untersuchungen zur Geschichte der altchristlichen Literatur
WMANT	Wissenschaftliche Monographien zum Alten und Neuen Testament
WUNT	Wissenschaftliche Untersuchungen zum Neuen Testament

Bible Commentaries

EKK NT	Evangelisch-katholischer Kommentar zum Neuen Testament
HCOT	Historical Commentary on the Old Testament
HNT	Handbuch zum Neuen Testament
HTKNT	Herders Theologischer Kommentar zum Neuen Testament
ICC	The International Critical Commentary
KEK	Kritisch-exegetischer Kommentar über das Neue Testament
KNT	Kommentar zum Neuen Testament
NICNT	The New International Commentary on the New Testament
NICOT	The New International Commentary on the Old Testament
NIGTC	New International Greek Testament Commentary
NJBC	New Jerome Biblical Commentary
ÖTKNT	Ökumenischer Taschenbuchkommentar zum Neuen Testament
THKNT	Theologischer Handkommentar zum Neuen Testament
WBC	Word Biblical Commentary

2. STANDARD ABBREVIATIONS AND SIGLA

app.	appendix
art.	article (plural, arts.)
ca.	<i>circa</i> , about, approximately
cf.	<i>confer</i> , compare
comp.	compiler (pl. comps.), comp. by
dept.	department (plural, depts.)
<i>e.g.</i>	<i>exempli gratia</i> , for example
ed.	edition; edited by; editor (pl. eds.)
<i>et al.</i>	<i>et alii</i> , and others
fig.	figure (plural, figs.)
<i>infra</i>	below
MS	manuscript (plural, MSS)
no.	number (plural, nos.)
n.s.	new series
par.	paragraph
<i>passim</i>	here and there
pt.	part (plural, pts.)
<i>sic</i>	so, thus
supp.	supplement (plural, supps.)
<i>supra</i>	above
trans.	translator; translated by
vs. (vss.)	vers (verses) and following vers
v. (vv.)	and following vers(es)
var.	variant
viz.	<i>videlicet</i> , namely

3. BIBLICAL SIGLA

Titles of biblical books are not italicised. Sigla are used for them (without punctuation) when chapter and verse references follow. Thus: Mt 1,10 and Mk 3,1-10. But: “In Matthew 1 we read ...”

The following is a list of sigla which are acceptable for the books of the Bible:

Old Testament

Gn	Ru	Ezr	Job	Is	Jl	Zph
Ex	1 Sm	Neh	Ps	Jr	Am	Hag
Lv	2 Sm	Tob	Pr	Lm	Ob	Zch
Nu	1 Kg	Jdt	Ec	Bar	Jon	Mal
Dt	2 Kg	Est	Ct	Ez	Mi	Jos
1 Chr	1 Mac	Wis	Dn	Nah	Jdg	2 Chr
2 Mac	Sir	Hos	Hab			

New Testament

Mt	Ac	Gal	1 Thes	Tit	1 Pe	3 Jn
Mk	Rom	Eph	2 Thes	Phm	2 Pe	Jd
Lk	1 Cor	Phil	1 Tim	Heb	1 Jn	Ap
Jn	2 Cor	Col	2 Tim	Jas	2 Jn	

Some examples of biblical references

Nu 1,10	Numbers, chapter 1, verse 10
Lv 1,1-10	Leviticus ch. 1, vss. 1 through 10
Lv 2,2.5	Leviticus ch. 2, vss. 2 and 5
Jos 2,5–4,7	Joshua ch. 2, vs. 5 to ch. 4, vs. 7
Jos 2,5.8–7,3	Joshua ch. 2, vss. 5&8 to ch. 7, vs. 3
Job 2,3a	Job ch. 2, 1st part of vs. 3
Job 2,3; 6,7	Job ch. 2, vs. 3 and Job ch. 6, vs. 7

Synoptic parallels: Mt 6,5 par.

Abbreviations used in exegetical works

D	Deuteronomic tradition
dt	deuteronomic
dtr	deuteronomistic
E	Elohistic tradition
J	Yahwistic tradition
LXX	Septuagint
NT	New Testament
OT	Old Testament
P	Priestly tradition
Q	<i>Quelle</i> (collection of Jesus sayings)
TM	Massoretic Text
Vulg	Vulgate

Abbreviations for translations of the Bible

ASV	American Standard Version
AV	Authorized, or King James Version
ET	English translation
JB	Jerusalem Bible
NAB	New American Bible
NEB	New English Bible
N/RSV	New/Revised Standard Version
RV	Revised, or English Revised Version

4. DIVISION OF ENGLISH WORDS

English words are divided according to definite rules which must be followed carefully. (This particular exposé is taken from Turabian.)

1. In general, divide words at the ends of lines according to their syllabication as shown in the standard dictionaries.

2. Divide according to pronunciation (rather than derivation). This means that when dividing after an accented syllable, the consonant stays with the vowel when the vowel is short.

Signif-icant
Philos-ophy

Param-eter
Democ-racy

Hypoth-esis
Prej-udice

It goes with the following syllable when the vowel is long.

Stu-dent

Mongo-lian

Divi-sive

3. Never divide a combination of letters pronounced as one syllable.

Pro-nounced

Feud

Ex-traor-dinary

4. When “-ing” or “-ed” is added to a word whose final syllable contains the liquid “l” (e.g. cir-cle, han-dle), the final syllable of the parent word becomes a part of the added syllable.

Cir-cling

Bris-tling

Chuck-ling

Han-dling

Cir-cled

Bris-tled

Chuck-led

Han-dled

5. In words where an end consonant is doubled before “-ing” and “-ed”, the division comes between the two consonants.

Set-ting

Con-trol-ling

Per-mit-ting

Per-mit-ted

Note that this rule does not apply to words originally ending in a double consonant.

Add-ing

In-stall-ing

5. ABBREVIATIONS FOR THE STATES OF THE U.S.A.

AL	Alabama
AK	Alaska
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
D.C.	District of Columbia
FL	Florida
GA	Georgia
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisiana
ME	Maine
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NJ	New Jersey
NM	New Mexico

NE	Nebraska
NV	Nevada
NH	New Hampshire
NY	New York
NC	North Carolina
ND	North Dakota
OH	Ohio
OK	Oklahoma
OR	Oregon
PA	Pennsylvania
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming

III. ENDNOTE

3.1 WHAT IS ENDNOTE?

EndNote is an integrated software package that functions as a database manager, an online search engine and a bibliography generator. It helps you build, manage and use a personal database of bibliographical references. At the same time, it functions as an add-on for word processing programmes like Microsoft Word. The link between EndNote and your word processing programme ('Cite While You Write' – CWYW) makes it possible to add references from an EndNote database to a Word document as footnotes or bibliographical lists. EndNote makes it possible to include references and lists in more than 500 styles in your text while writing, including Turabian 6. New references can be added or deleted later, and the layout can be changed to accommodate different writing styles.

3.2 HOW TO GET IT?

EndNote (EndNote X1 [11.0] and X2 [12.0] for Windows and Mac OS X) can be obtained through the campus licenses page of the university IT services. The download web page is in Dutch. Simply scroll down to the bottom of the page and click to begin the download or ask a Dutch speaking friend for assistance. The programme itself runs in English: (<https://admin.kuleuven.be/icts/services/software/licenties/endnote>)

It costs 82 € per license and can be downloaded online.

3.3 HOW DOES IT WORK?

3.3.1 THE BUILDING BLOCKS

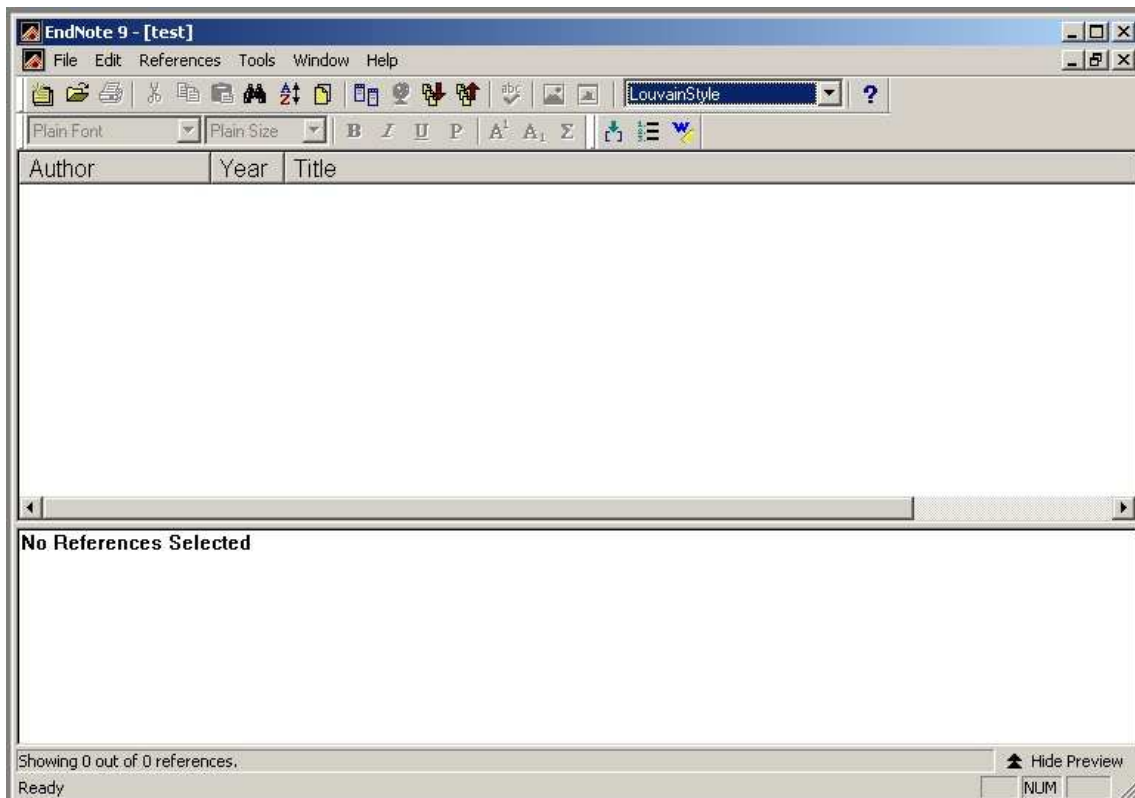
An EndNote database or '*Library*' consists of a set of '*References*', which is composed of a number of fields, such as author, title, year, subject etc. The '*References*' are grouped by different '*Reference Types*' (Book, Journal Article, Edited Book...), each with its own specific fields. It goes without saying that different data are required for a book than for an article, which in turn requires different other data than, for example, an electronic publication.


3.3.2 GET TO IT!

Opening EndNote gives the following dialogue box:

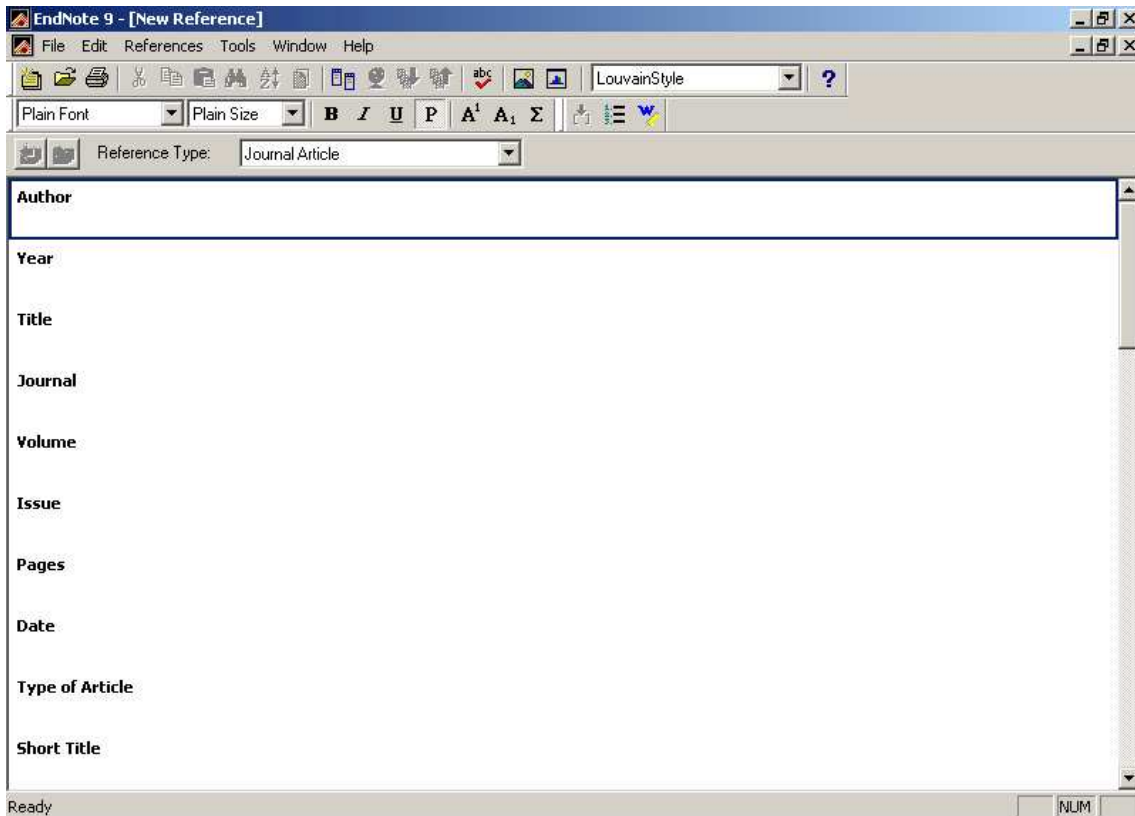


You can either open an existing *'Library'* or you can create a new one. Choosing to create a *'New Reference Library'* opens a dialogue box in which you can enter the name of the database. After clicking *'save'* the EndNote main window appears:




Now that we have made a new *'Library'*, *'References'* can be added. This can be done either by using the *'New Reference'* icon , via the menu item *'References/New References'*, by right-clicking the main window and choosing *'New Reference'* or via the hotkey [CTRL]+N

The following window will appear:



In the field '*Reference Type*' you can choose from a list which reference type you want to add to the library.

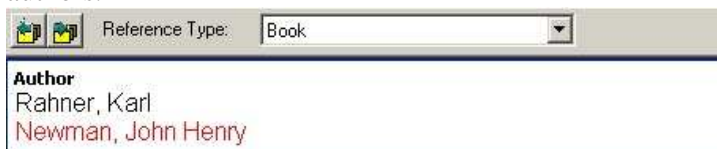
Example: Baily, S. *Academic Writing: A Handbook of International Students*. Cambridge: Routledge, 2006.

After you have filled in the necessary fields, you can save the reference by choosing '*File/Close Reference*' or by using the closing box .

3.4 SOME RULES OF THUMB

3.4.1 AUTHOR

The name of the author must be entered as follows: '*Name, First name*'. EndNote will automatically take care of the necessary style elements. Also the difference between author names in footnotes and bibliographies will be adjusted automatically by EndNote. When there is more than one author, place a hard return between the different authors.



When the author is an institution, place a comma after the name and it will be considered as a whole (or a ctrl+alt+space between the separate words).

3.4.2 MULTIPLE PUBLISHERS

When a book has multiple publishers, it is best to put the first city under '*City*' and all the rest of the information under the heading '*Publisher*'

Reference Type: Book

City
Markham

Publisher
Penguin Books Canada; Mississauga: Copp Clark Pitman

3.4.3 VOLUME, NUMBER OF VOLUMES, EDITION, TRANSLATOR, REPRINT

Simply fill out the appropriate fields and EndNote will make the correct changes to the reference.

3.4.4 SHORT TITLE

In every 'Reference Type' you have the possibility to enter a 'Short Title'. When there is a second reference to the work in a document, EndNote automatically uses this 'Short Title'. In general, the first substantive of a title is used, although it can be more extensive.

3.4.5 LINK TO PDF

A new option has been added to EndNote X, which makes it possible to link to a PDF file. When you have an article in PDF format (which you obtained, for example, through *Louvain Studies* online) you can link to it here. Just right click and select PDF > link to PDF.

3.4.6 LABEL

There is one field – 'Label' – which has no immediate relevance to theology users, although it could be used in another way, namely to enter the place in which the book or article is to be found in the theology library. Every time you need a book or article, you can look in EndNote for its location. This not only saves time, it also helps you keep track of your references. Use the following procedure: *Edit > Preferences > Display Fields: Label -> Location in Library*.

3.5 OUTPUT STYLES

'Output Styles' can best be defined as profiles in which the lay-out is pre-defined according to the demands of certain journals, institutions, organisations, etc. A profile contains information about how the reference will look in bibliographical lists and in footnotes. EndNote does not only provide the user with the possibility to change existing 'Output Styles' but also to create new ones, or modify existing ones, according to one's own needs.

3.6 SUBJECT BIBLIOGRAPHY

Using the option 'Subject Bibliography' (under the 'Tools' menu), one can generate a bibliography on the basis of the fields one has selected.

3.7 COPY FORMATTED

Using 'Copy Formatted' (under the 'Edit' menu), one can copy the selected references to the clipboard and then paste them in a Word document. The order is determined by the preferences of the style one has chosen to use.

3.8 CITE WHILE YOU WRITE (CWYW)

When you install EndNote, the programme integrates into your word processor. An

individual or multiple citations. You can omit author and/or year from citations, or add prefix or suffix text (such as page numbers) to citations.

3.12 INSERT NOTE

Use the *'Insert Note'* dialogue box to add custom text citations to your Word document.

3.13 EDIT LIBRARY REFERENCES

Select citations in your Word document, then choose this command to directly edit the corresponding references in EndNote.

3.14 UNFORMAT CITATIONS

Use this command to unformat a selected citation before editing it, or to unformat the whole document. This removes style formatting for the selected citations, and leaves temporary citations that usually consist of the author's last name, the year, and the record number surrounded by delimiters.

3.15 REMOVE FIELD CODES

Most publishers ask for a document in which no field codes are present. This can be done with the option *'Remove Field Codes'*. You are advised to save your document first before doing this.

3.16 EXPORT TRAVELLING LIBRARY

There may be occasions when you want to copy all of the references used in a Microsoft Word document to an EndNote library. Perhaps you received the formatted Word document from a colleague and would like to create EndNote references to use later. Or, you may have a large EndNote library, but want to create a smaller EndNote library with only the subset of references used in your paper. This can be done with the *'Export Travelling Library'* command.

IV. PRESENTING IN PUBLIC

What follows are some generally accepted good practices for the preparation of your presentation and the presentation itself.¹

- Do not simply read your notes. It is important to present them in such a way that the listener is stimulated to pay attention.
- Be clear and informative.
- Audiences will accept errors from a first time speaker and speakers in ‘examination’ situations.
- Try to maintain eye contact with the audience but not too intently.
- Can everyone hear you and see your presentation material? If in doubt, ask.
- If appropriate, ask questions of the audience.
- If people in the audience look blank, ask if you need to explain something again.
- The *occasional* light-hearted comment can help relieve any tension.
- Smile!
- Avoid appearing to be bored or otherwise showing disrespect to the audience.
- Avoid talking too long (pace yourself).
- Structure and planning: A thirty minute presentation requires changes of subject and methods of delivery to maintain audience attention. This requires you to structure your presentation carefully (e.g. 10% - 20% introduction; 60% - 80% main body; 10% - 20% conclusion).
- Inform your audience in advance on what you plan to say: “First I will describe... Next I will explain...” This is *not* a waste of time, even if you have only thirty minutes. It will make it easier for the audience to absorb what follows.
- Timing: Prepare your presentation as if you have even less available time. For example, for a thirty-minute presentation aim for twenty-five minutes. If you find that you are running out of time towards the end of a presentation, you should decide which of these emergency measures you wish to take:

¹ Adapted from Kevin Boone, “How to Give a Presentation,” www.kevinboone.com/howto_presentation.html [accessed January 10 2009].

talk a bit faster; miss some material out and skip to the end; a combination of both.

- 120 words per minute represents a reasonable speaking tempo.
- Preparation: Try not to underestimate how long it takes to prepare and practice. Take time to rehearse. *The shorter the talk, the longer the preparation.* You should practice the presentation at least once in front of another person, who should ideally be as critical as possible.
- If you are focusing your presentation on a piece of text (bible, other ancient literature, translation, contemporary material) be sure to divide it into manageable segments and discuss them one by one rather than presenting the text as an uninterrupted whole.
- Visual aids: Most people who give talks like to support them with visual material, often PowerPoint presentations or overhead slides. Bear in mind that your visual aids should *support* the presentation. They should not duplicate what you are saying, and you should avoid the temptation to read them to the audience. For both PowerPoint and overhead slides, you need first to decide how many slides you will show. For a short talk, one per minute is about right. Try to anticipate the sorts of questions that people will ask, and prepare supporting slides to illustrate answers to these questions.
- Grammar and spelling: One of the ‘obsessions’ of the academic world is correctness and consistency in the use of language, grammar and spelling. If you feel your grammar and spelling are not very good, find someone who is suitably expert and ask him or her to check your material. For a short presentation this will take little time.
- Delivery: Everyone can be understood if he or she speaks at an even pace and faces the audience. The two most common delivery problems tend to be speaking too quickly and facing away from the audience. If you do not have a strong voice, use a microphone. You are also advised not to pace up and down during your presentation and avoid fidgeting. It is not wrong to use notes to help reassure yourself, but it would be better reduce them to cards rather than sheets of paper. In no instance should you read from them.
- Questions: At the end of a presentation you will normally be expected to take questions from those present (at this stage the promoter takes responsibility). If you have prepared properly and know the subject this should not present any problems for you. Do not be afraid to say that you

don't know the answer to a question. Similarly, if someone asks a question that does not seem to be related to your presentation, it is perfectly acceptable to say "I'm sorry, but I can't see how your question is concerned with this subject."

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