AY2012-2013
FORMATTING GUIDE
For
Demonstration Projects

With Information About
Final Submission and Degree Completion

New York Theological Seminary
Doctor of Ministry Program
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1 Updated by Jerry Reisig, 3/15/2013.
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INTRODUCTION

The following Formatting Guide provides the New York Theological Seminary requirements for Doctor of Ministry Demonstration Project. It is the candidate’s responsibility to become familiar with this guide. These requirements take precedence over previous publications issued by the Office of the Doctor of Ministry Program.

Any questions regarding the format of the Demonstration Project not adequately answered in this Formatting Guide should be directed to the Director of the Doctor of Ministry Program and the Director of Library Services who will be pleased to give assistance.

All Doctor of Ministry Formatting Information, including this guide, is available on the NYTS website at www.nyts.edu under Library/Other Resources.

Manuscript Requirements

Because the seminary no longer maintains DMin Projects in printed form, the candidate will present a complete final project to the Director of Library Services in PDF format. The manuscript will continue to be formatted according to printed format in order to maintain consistency and allow candidates to print copies of their projects.

Candidate will continue to present two printed copies of their Demonstration Project to the DMin Director. The candidate is advised to produce the final document in cooperation with a professional editor. If a candidate decides to use a professional editor/typist for the demonstration project, the candidate, and not the editor/typist, is responsible for proof reading and editing the final version of the document.

Candidates should be aware that the preparation of a demonstration project can be an expensive undertaking. Each candidate should have a clear understanding of costs in advance with any person or agency involved in the production of the final document. New York Theological Seminary shall not act as referee in disputes between candidates and others in such matters.

Manuscripts are prepared according to The Chicago Manual of Style, 15th Edition or Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations, 7th ed. Candidates should at least own the latter. Citation information can also be found in Jerry Reisig’s Access: Unlocking the Power of Research, a summary of which is included in this document.

INFORMATION IN THIS FORMATTING GUIDE TAKES PRECEDENCE OVER INFORMATION DERIVED FROM ANY OTHER SOURCE.
FORMAT REQUIREMENTS/GUIDELINES

For Digital and Printed Versions

Spacing
• Double space the abstract and the general text of the manuscript.
• Single-space within each bibliographical entry and double-space between entries.
• Single-space within each bibliographical entry and double-space between entries.
• Single-space within long tables, long quotations, footnotes, appendices and multi-line captions.

Justification
• Left justification (not full) for all project text, including footnotes and bibliography, unless specified otherwise in the Formatting Guide.
• Appendixes are not bound by this requirement

Margins
• First Page of Introduction of Chapter:
  • Top: 2” (50.8 mm)
  • Bottom and Right: 1” (25.4 mm)
  • Left: 1.5” (38.1 mm)
• All other pages:
  • Top, Bottom and Right: 1” (25.4 mm)
  • Left: 1.5” (38.1 mm)

Fonts
• Times New Roman (or equivalent), 12-point fonts for text and 10-point font for footnotes and subscripts.

Footnotes
• Footnotes must conform to Kate Turabian’s Manual for Writers, 6th edition (see Appendices for additional information).
• All footnotes must conform to the margin requirements above.
• All footnote text must be in 10 point Times New Roman, with the exception or the footnote number that can be no smaller than 8-point font size.
• Footnotes have a first line indent of .5” (12.7 mm.) from the left margin.
• The footnote number is not on line with the footnote text but is superscripted before the first character of the footnote text.

For Printed Version to Advisor and Available for Orals

Printing and Copying
• No use of photo-mounting corners, staples, or tape.
• No use of Dot-matrix printers.
• Every page of the document must be printed single-sided.

Paper
• White, clean copy paper.
PAGE NUMBERING AND PLACEMENT

Preliminary Pages
- "Preliminary pages" refers to all pages that precede the text of the demonstration project.
- Count, do not number, the title page, copyright page (if applicable) or the abstract.
- Count and number with roman numerals (iii, iv, v, etc.) the dedication and acknowledgement pages, and the table of contents.
- Page number placement begins at the dedication or acknowledgments.
- Numbers are placed in the center of the page 0.5" (12.7 mm) from the bottom.

Text, Appendices and Bibliography
- Count and number all pages.
- Page number 1 is the first page of the Introduction or Chapter 1 if an Introduction is not used.
- Arabic numerals (1, 2, 3, etc.) are placed on all pages consecutively throughout the text, appendices, and bibliography.
- Appendices must be numbered consecutively, continuing numbering from the text of the project. Scanned documents that are already numbered must be reduced so that the project page number appears below.
- Page numbers are placed in the footer of each page, centered 0.5" (12.7 mm) from the bottom.
- At the top of the bibliography page, type the word "Bibliography".
# Table 1 - Pagination and Sequencing

<table>
<thead>
<tr>
<th>SEQUENCE</th>
<th>PAGINATION</th>
<th>Page # Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Pages</td>
<td>Lower Case Roman Numerals</td>
<td></td>
</tr>
<tr>
<td>Title Page</td>
<td>Count/Do Not Number</td>
<td>None</td>
</tr>
<tr>
<td>Copyright Notice</td>
<td>Count/Do Not Number</td>
<td>None</td>
</tr>
<tr>
<td>Abstract</td>
<td>Count/Do Not Number</td>
<td>None</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>List of Tables (If appropriate)</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>List of Figures (if appropriate)</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Key to Symbols or Abbreviations</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>Arabic Numbers Starting at 1</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Body of Thesis/Dissertation</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Cover Sheets for Appendices</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Appendices</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Cover Sheets for Bibliography</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Count/Number</td>
<td>Bottom/Center</td>
</tr>
</tbody>
</table>

# Table 2 – Summary of Table of Contents

<table>
<thead>
<tr>
<th>PRELIMINARY PAGES</th>
<th>LISTED IN TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>No</td>
</tr>
<tr>
<td>Copyright Notice</td>
<td>No</td>
</tr>
<tr>
<td>Abstract</td>
<td>No</td>
</tr>
<tr>
<td>Dedication</td>
<td>No</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>No</td>
</tr>
<tr>
<td>Preface</td>
<td>No</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>No</td>
</tr>
<tr>
<td>List of Tables (if appropriate)</td>
<td>No</td>
</tr>
<tr>
<td>List of Figures (if appropriate)</td>
<td>No</td>
</tr>
<tr>
<td>Key to Symbols or Abbreviations</td>
<td>No</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Yes</td>
</tr>
<tr>
<td>Body of Thesis/Dissertation</td>
<td>Yes</td>
</tr>
<tr>
<td>Cover Sheets for Appendices</td>
<td>No</td>
</tr>
<tr>
<td>Appendices</td>
<td>Yes</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Tables and Figures

List of Tables
- Type “List of Tables” centered 1” (25.4 mm) from the top of the page.
- Double-space twice and type the listings, which begin at the left margin.
- The List of Tables uses the captions as they appear above the tables in the text.
- Double-space between each listing.
- All material must indicate corresponding page numbers.

List of Figures
- Type “List of Figures” centered 1” (25.4 mm) from the top of the page.
- Double-space twice. Type the listings.
- The List of Figures uses the captions as they appear below the figures in the text.
- Double-space between each listing.
- All material must indicate corresponding page numbers.

Captions for Tables and Figures
- Every table and figure must bear a table or figure number and caption.
- The captions as they appear with the tables and figures must be identical in every way with their listing in the preliminary pages.
- If the caption is too long to be placed below the figure, a facing page may be inserted.

Preparation of Tables and Figures
- All photographs and other graphic information should be scanned into the document.
- Tables and figures must be of professional quality.
- Diagrams, drawings, figures, etc. must be clear and large enough to be easily readable.
- Large tables or figures must be reduced to standard 8.5”x 11” (215.9 x 279.4 mm) size.
- All tables and figures, including the caption, must meet margin and font requirements.

Placement of Tables and Figures
- Tables and figures are either inserted as near as possible to the text they illustrate or should be placed in the appendices.
- Tables and figures may appear on the same page with text and two or more small tables or figures may be placed together on a single page, providing that margin requirements are met.
- Wide tables or figures may be placed landscape/broadside providing that margin requirements are met.
- Page numbers for landscape/broadside tables or figures must be placed at the 8.5” (215.9 mm) bottom of the page rather than the 11” (2794 mm) side.
- Because of the complexity of doing this, candidates are encouraged to use landscape as seldom as possible.

Numbering of Tables and Figures
- Tables/figures are numbered in separate series.
- Each series is numbered consecutively. For example:
  - Figure 16  Figure 17
  - Table 16  Table 17
- If any table continues onto subsequent pages, the caption is not repeated and the top line should read:
  - Table 16 (cont’d).
- The page on which the table/figure appears is numbered consecutively with the main text and appears in the List of Tables or List of Figures.

Citations of Tables and Figures
- When making reference to a table/figure in the body of the text, the full word and number should be used, thus:
  - Figure 53  Table 26
Formatting Guidelines

Title Page

- Type the title in CAPITAL LETTERS centered 2" (50.8 mm) from the top of the page.
- Double-space and type “By.”
- Double-space and type in capitals the candidate’s name as it will appear on the diploma.
- Space down approximately 2.5" (63.5 mm)
- Type “A DEMONSTRATION PROJECT”
- Double Space two times
- Type (single spaced):

  Submitted to New York Theological Seminary in partial fulfillment of the requirements for the degree of

  DOCTOR OF MINISTRY
  Hauppauge, New York, USA
  2019

Abstract

- Type “ABSTRACT” centered 1” (25.4 mm) from the top of the page.
- Double-space and type the title in CAPITAL LETTERS.
- Double-space and type the word “By”.
- Double-space and type the author’s name.
- Double-space and type the text of the abstract.
- The text of the abstract must be double-spaced and meet margin requirements.
- Abstracts should be no more than one page.
- Page(s) counted but number is not displayed.
Copyright Page

- **Optional**: If the author intends to obtain a copyright, the notice is inserted immediately following the title page and is placed at the lower right of the page.
- **Note**: Whether or not a writer obtains an official copyright of his/her work, the author automatically owns the copyright of that work.
- Page counted but number not displayed.

Dedication

- **Optional**: Should be brief and centered, top to bottom, on the page.
- The Pagination sequence begins at this page with lower case Roman numerals.

To my mother, Pleasure Beckman who taught me that wisdom was knowing what you could not do and not the ability to make it look like you did.
Acknowledgments

Optional: A brief statement of appreciation for, or recognition of, any special assistance.

Type “ACKNOWLEDGMENTS” centered 1” (25.4 mm) from the top of the page.

Double-space twice.

Text of page must be double-spaced.

Page counted and displayed as lower-case Roman numeral.

---

Preface

Optional: Type “PREFACE” centered 1” (25.4 mm) from the top of the page.

Double-space twice. Begin typing the double-spaced text.

Page counted and displayed as lower-case Roman numeral.
Table of Contents

- Type “Table of Contents” centered 1” (25.4 mm) from the top of the page.
- Double-space twice. Type the listings.
- Include titles of the chapters or sections, and at least the primary and secondary subdivisions, worded exactly as they appear in the body of the text.
- Single-space within each entry and double-space between them.
- The text of each entry should be separated by a dot leader with its corresponding page number at the right margin. (Do not type periods to create the dot leader)
- No material that precedes the Table of Contents should be listed.
- Page counted and displayed as lower-case Roman numeral.

First Page of Text

- Top margin should be set at 2”.
- Type “INTRODUCTION” if you are beginning with an introduction or “CHAPTER X” where X is the chapter number, if you are beginning with a Chapter.
- Shift+Enter to create soft line break.
- Type the chapter title in centered CAPITALS
- Double-space twice. Begin typing the double-spaced text, indented at the beginning of each paragraph.
- Do not put two double spaces between paragraphs.
- Begin re-counting pages at 1 and display the pages as Arabic numerals (1, 2, 3, etc.) at the bottom of the page.
- All subsequent chapters will take this format and begin with a top margin = 2”.
- Subsequent pages will have a top margin=1”.
Appendix Cover Sheet

- **Optional**: A cover sheet separates reference material from the text material
- Type “APPENDIXES” or “APPENDICES” centered, top to bottom, on the page.

Appendix Text

- APPENDIX A (etc.) centered 1” (25.4 mm) from the top of the page.
- Shift + Enter and type the title.
- Double space twice and begin text or input graphic.
Bibliography Entries

- Type the heading “Bibliography” centered 1” (25.4 mm) from the top of the page.
- Double-space twice. Type the list of sources.
- The list of sources is single-spaced within, and double-spaced between, entries.
- Entries should be formatted with a hanging indent. (The first line is flush left and subsequent lines are indented .5 inches from the left.)
APPENDIX A: CREATING A PDF FILE

The extension PDF means Portable Document Format, and documents of any type can be saved in this format. The process involves creating a print image of the document and then saving that print image to a file on your hard drive. Once complete and approved, all projects will be provided to the Director of Library Services on memory sticks or CD's in PDF format. The document can still be created in section, as long as the pagination works throughout all parts of the project. The creation of a PDF file is a simple process that requires a PDF print driver.

Most versions of Word now contain a PDF file and nothing need be done other than select File/Save and Send/Create PDF

An editor of your project should be informed at the beginning that the entire document, including appendices must be formatted into a single PDF file.

Unless you have Adobe Acrobat Professional software you will not be able to merge or modify your PDF file. One workaround is to download Pdf995, a free PDF conversion software, from the Internet and install it on your computer.

PDF995 can be downloaded free of charge from www.pdf995.com. You will want to download and install the following print driver and conversion programs on your computer:

<table>
<thead>
<tr>
<th>Pdf995 2-Step Download</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pdf995 Printer Driver</td>
</tr>
<tr>
<td>Version 0.2</td>
</tr>
<tr>
<td>Free Converter • Version 1.3</td>
</tr>
</tbody>
</table>

Click on the Download buttons and continue following the prompts to install the software on your system. After installation you will be aware of a new printer called PDF995. When you send documents to this printer, it will convert them to PDF form and save them to the hard drive of your computer.

Converting the file
1. Send your Document to Print
2. Under Name: Select the PDF995 printer (or any other pdf printer).
3. After conversion, (and this may take a couple of minutes) type in the file name.

If your project exists on multiple files, you will need to create a PDF file from each and then merge them together. To merge the files, you will need another free file called PdfEdit995. With this software you can merge multiple PDF files into one.

<table>
<thead>
<tr>
<th>PdfEdit995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version 9.3</td>
</tr>
</tbody>
</table>

with advanced support for combining and extracting PDF pages

The Director of Library services will be happy to help you with the process.
Appendix B
Permission to Use Published Material

The candidate is required to obtain permission from the author or publishers to quote extensively from copyrighted material. Permission for the use of all such materials must be obtained before the demonstration project is submitted to the Director of Library Services. Although there is no hard rule as the amount of copyrighted information that requires permission, a good rule of thumb is more than 250 words of text and all as well as any pictures, graphics, tables, etc. that are still under copyright.

Copyright permission is usually granted on condition that acknowledgment is made in the project. Candidates should contact the individual or institution holding the copyright as soon as possible. It is usually sufficient to send an email stating that your status as a doctoral candidate at NYTS, the purpose of the project, and the information that will be reprinted. Be very specific about the information that you want to use: author, title, edition, and the size of the information that you wish to reproduce.

Permission to use subject information

Candidates should be advised that subjects of the project must be made aware of and agree to the inclusion of personal information in the project, especially if the information is acquired from a minor or is extremely sensitive in nature. Although NYTS has no formal review process, candidates have a moral duty to protect sensitive information and the individuals who provide it. The consent form usually covers the following areas: Name of the Researcher; Title of Project; Description of Project; Risks and Benefits; Time Commitment; Confidentiality Right to Withdraw; Statement of Consent. The following could easily be included in an email:

DMin Candidate: John Doe

You will be a subject in a DMin Project entitled Mapping Library Resources about the development of Library Services in seminaries. The project will take 6 months to complete and the results of the study will be shared with you and should provide you with information about general reading habits.

During the project, you will participate in a series of five interviews of 20 minutes each. Your name will not be included on any documents, your participation in this study is entirely voluntary, and you may choose not to participate at any time.

By signing this consent form you agree to participate in the project.

_________________________________________  ______________________
Signature  Date

_________________________________________  ______________________
Signature of parent or guardian:  Date
(If minors are involved)

For any further information contact John Doe at 475 Riverside Drive, New York, NY 10115 (tel) 212-870-1211, email: jdoe@nyts.
Appendix C
Citation Guide

Citing with Turabian/Chicago Style
Kate Turabian, A Manual for Writers of Papers, Theses, and Dissertations, 7th ed. (Chicago: University of Chicago, 2007) is the standard for citations at NYTS and a copy should be owned by every student. The relevant citation information is contained in Chapter 17 of Turabian, "Notes-Bibliography Style: Citing Specific Types of Sources." In this chapter, Turabian specifies the bibliography and footnote formats for various types of information. Examples beginning with N: are footnotes; those beginning with B: are bibliography entries.

There are two major types of citations—although some authors divide paraphrase and idea into two separate categories:

1. **Direct quote**: the exact words that were spoken or written by your source. Like direct speech, they are set off from the rest of the text. Direct quotes should be used sparingly and only if they enhance your work. Direct quotes are used because:
   a. The writer making the quote is a major authority
   b. The work could not be said better without destroying the effect and meaning
   c. Exegesis of a work, such as the Bible

   If they are less than five lines, exact quotes are set off with quotation marks, followed by a footnote number.

   "Members of the organization met regularly."¹

   If they are five or more lines, the entire quote should be single spaced and indented five spaces from both margins. The margins take the place of opening and closing quotation marks, unless those quotation marks are in the cited text. A footnote number immediately follows the quote.

   Members of the organization met regularly. The organization carried out its business in the northern part of the district, meeting at the homes of members and requiring a unanimous vote for all business.¹

2. **Paraphrase**: the writer's thoughts or ideas expressed in your words. This will be the majority of your citations. Unlike direct quotes, the text is not surrounded by quotation marks. Like direct quotes a footnote number appears directly after the quote.

   In the northern part of the country, business was carried out in private homes.²

---

Footnotes
A footnote appears at the bottom of the page on which the cited information is found, in 10 point Times Roman and with a first line indent; it is single-spaced within the entry and double-spaced between entries. A footnote is a single sentence and who/what/when/where information is separated by a comma or parentheses. Like a sentence, the footnote ends with a period.

**Standard format for a full footnote:** Firstname Lastname of Author, *Title of Book in Italic* (Place of publication: Publisher, Date of Publication), page number(s).

**The footnote for a book with a single author would take the form:**

1Jerry Reisig, *This is My Book about Citing Sources* (Lansing, Michigan: Big Brother is Watching Publishers, 2009), 2.

**Short form for footnotes:**
Your initial citation must provide full bibliographic information about the work. Subsequent citations should use the short form, which includes only the author’s last name, a shortened form of the title of the article or book, and the page number(s):

**First occurrence of footnote:**

1Jerry Reisig, *This is My Book about Citing Sources* (Lansing, Michigan: Big Brother is Watching Publishers, 2009), 2.

**Subsequent occurrences:**


**Ibid.**
The abbreviation for *ibidem* "in the same place," Ibid. refers to the citation previous to the present one. If the citation is on a different page of that work, specify the page number. Otherwise the word alone is sufficient. (Note: Ibid. is not italicized and is followed by a period. If it is followed by a number, the period is followed by a comma.)

13 Ibid. The citation occurs in the previous work on the same page
14 Ibid., 7. The citation occurs in the previous work on a different page.

**Bible Quotes**
Quotes from the Bible and other sacred texts are cited in the body of the work and are not footnoted. The final punctuation of the sentence is after the citation.

“For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life” (Jn 3:16).

To designate that the source was the New Revised Standard Version, the citation would be (Jn 3:16 NRSV). It is advised that a single version of the Bible be used throughout. If more than one version is used, the author must explain why. It usually occurs when more than one version is being compared.
Bibliography Entry
The information in a bibliography entry is presented as a series of sentences divided by periods. Like the footnote, it ends with a period. Since the bibliography is in alphabetical order by last name, the format for the first author's name is Lastname, Firstname. If there are multiple authors, only the first author is in this form; all others are Firstname Lastname. Unlike the footnote that specifies where information exists within a source, bibliography entries refer to the entire source, and do not include page numbers unless the source is a part of a larger work, such as a journal article or an essay. Bibliography entries have a hanging indent, are single-spaced within the entry and double spaced between entries.

Form: Lastname, Firstname Author. Title of Book in Italics. Place of Publication: Publisher, Publication Date.

The bibliography entry for my book would be:
Reisig, Jerry. This is My Book about Citing Sources. Lansing, Michigan: Big Brother is Watching Publishers, 2009.

Two works by the same author:
If a bibliography has two or more entries by the same author, the author's name is spelled out fully in only the first entry. In all subsequent entries, eight underline characters replace the author's name.

Reisig, Jerry. This is My First Book about Citing Sources and My Name is Spelled Out. Lansing, Michigan: Big Brother is Watching Publishers, 2009.

________. This is My Second Book about Citing Sources and My Name is Replaced by Eight Underline Characters. Lansing, Michigan: Big Brother is Watching Publishers, 2009.
### NYTS Citation Guide

The following is a quick cheat sheet of Footnote and Bibliography entries for the different types of sources.

<table>
<thead>
<tr>
<th>One Author</th>
<th>Footnote</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Two Authors</th>
<th>Footnote</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Four or more authors</th>
<th>Footnote</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Editor, translator, or compiler instead of author</th>
<th>Footnote</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Editor/translator/ compiler + author</th>
<th>Footnote</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chapter or other part of a book</th>
<th>Footnote</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Article in a print journal</th>
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Appendix D
Plagiarism

NYTS has a no-tolerance policy toward Plagiarism. Plagiarism can lead to expulsion and the denial of a degree. It is, therefore, imperative that candidate understand the proper way handle and cite the works of others, including, but not limited to, books, journal articles, Internet sites and documents, literature, images, and music lyrics.

Few actions elicit such outrage in the academic community as conscious or unconscious plagiarism. That reaction is more than a simple knee-jerk reaction to the protection of property (physical or intellectual) but represents the perceived danger of such activity to the academic community which is built upon sharing information in openness and trust.

Most plagiarism is at least partly unconscious, arising from an inability to communicate in citations, sloppiness in remembering where information comes from and the ease of downloading information from the Internet. So the best way to guard against accusations of plagiarism is to learn how to properly cite information in your papers and how to properly format that information.

Tips to avoid Plagiarizing

1. Keep good records of where you obtained your information

2. Write out information. Downloading information is fast and efficient, but it is too easy to dump information directly into your work. Keep a healthy distance between you and the original text. Read the information several times until you understand it and then write it in your own words. This not only insures that you are not using original words, but it also keeps the argument in your voice.

3. Use direct quotes wisely and make sure that they are set off in the text. A direct quote is useful if:
   a. The person is an important authority. Allowing that voice into your text may strengthen your argument. (Hey, Dr. King says the same thing I do!)
   b. The person says it in a way that cannot be improved upon and it would be less valuable if paraphrased. (Some people just say it the right way.)
   c. You are quoting a sacred text or doing an exegesis in which the exact words of the text must be included. (The congregation has its Bibles to check you.)

4. If you use a direct quote, make sure that you tell the reader what part is important. Do not use the quote to complete your idea, but explain what the author was talking about. This brings the argument back to you and your voice.

5. Cite your information correctly within the text. Footnote the information and include it in your Bibliography. Correct footnotes will put forward the message that you are a person who can be trusted. Remember, your goal is to make people trust that what you are saying is based on solid evidence, even if they do not agree with your conclusions.


7. Always keep in mind that what you do is in and for the community.
Direct Quote Rules

1. Use a direct quote only when it strengthens your argument.
   - The quote comes from an important authority
   - The quote is said in a way that cannot be improved upon
   - The quote comes from text that cannot be changed, such as the Bible

2. Provide at least two sentences in your own words for every sentence of quoted material.
   - Explain the purpose of the quote and direct the reader to what part of the quote is important to your argument.
   - For instance, if your quote is three lines long, you should provide six lines of explanation or enlargement.

3. Never end a paragraph with a direct quote unless your next paragraph places it in context.

4. Cite your information in a properly formatted footnote on the same page.
   - Use correct Turabian format form.
   - Surround your quotation with double quotes if less than 3 lines; single space, indented at both margins, if it is more.
APPENDIX E
SAMPLE DEMONSTRATION PROJECT
NEGOTIATED SPACES: A PARADIGM FOR DECENTRALIZED LIBRARY SERVICES

By

TOM DOE

DEMONSTRATION PROJECT

Submitted to
New York Theological Seminary
in partial fulfillment of the requirements
for the degree of

DOCTOR OF MINISTRY

New York, New York, USA

2010
ABSTRACT

NEGOTIATED SPACES: A PARADIGM FOR DECENTRALIZED LIBRARY SERVICES

By

JOHN DOE

In 2003, New York Theological Seminary sold its library and began a series of negotiations for the use of other libraries and local resources. Relationships with the Burke Library and the Columbia system assured access to a world-class research library, but did not provide necessary access to databases and other resources from students' homes or places of employment. By mapping information resources in the community and negotiating access to institutions, Library Services has successfully created a decentralized library, without incurring unwarranted expense for the seminary.

Until this project, the NYTS negotiated library system has been undefined and has lacked a manual that maps networked information spaces and provides direction to available resources. In addition, Library Services has lacked an information literacy training manual that corresponds to the needs and realities of student lives, while remaining faithful to the mission of the seminary.

In this project, I will investigate the concept of a negotiated library and will develop a paradigm of decentralized library services that is consistent with the vision of NYTS as a seminary without walls. The project will demonstrate how the negotiation of resources—information providers, computer access, broad information literacy training, and in-depth documentation—can create a sufficient, flexible, and inexpensive negotiated library that empowers individual students and transforms their ministries.
ACKNOWLEDGEMENTS

To my site team without whose encouragement I would never have done this project and with whose support I was able to complete it on time;

To my advisor whom I should have listened to more;

To President and Academic Dean for their support of the institution;

To the Director of the DMin Program, who has graciously shepherded me through;

To the Director of Library Services who has kept his promise and seem me through

To my editor, who made me look good;

To New York Theological Seminary for providing me the time and space to learn how to do what I do;
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INTRODUCTION:

Today, while switching trains at Time Square, I was once again struck at how people can frantically rush up and down stairs, and still arrive at their destinations unscathed. There were bumps and jostles, a few words spoken, and many a grimace or evil eye, but nobody was hurt. Through a complex set of visual and verbal signals, a massive number of people were able to negotiate through the corridors of the train station, opening spaces that were immediately taken by others. This constant creating and letting go of space to another unknown person was accomplished without so much as a Levinas après vous.\(^3\) Once on the train, individuals raced for vacant seating space, staying as far away from one another as possible—two magnets pushed together, but keeping the maximum distance apart—as the seats filled. A woman, large enough to fill two spaces, made her way to a tiny space between two young men. With a “harrumph,” she pressed herself into the space, and although the young men on either side fought valiantly to hold out against this onslaught, they and the entire row eventually surrendered and moved over enough so that she was able to fit in.

In this entire process, not a single word was exchanged, although the looks of some gave credence to the idea of checking weapons at the door. One could argue that the woman had no the right to “claim” more space than was presented as vacant, and that

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\(^3\) According to Critchley, the phrase 'après vous, Monseiur' may be seen as the summation of Levinas' ethics, the "everyday and quite banal acts of civility, kindness and politeness." It could be referred to as an ethical phoneme, an ethical particle. I am constantly surprised that in the chaotic motion between trains, a certain non-verbal civility is performed. In a technologically globalized world in which there no longer seems a space for Levinas' phrase, we have developed a way to telegraph simple kindness. See Simon Critchley and Robert Bernasconi, The Cambridge Companion to Levinas (Cambridge: Cambridge University Press, 2002), 27.
it was unfair that she claimed more than "her share." But the woman created space that would not otherwise have existed. In a sense, she recognized space that others did not, which spoke volumes to the number of negotiable spaces that exist around us that we are either unable to recognize or unprepared to claim.

Negotiation of space always involves questions of power, social status, economics, and mobility, and requires an understanding of the acceptable rituals of exchange. A recent credit card commercial featured hundreds of shoppers at a retail establishment furiously swiping their credit cards, one after another, in a type of choreographed dance of immediate gratification. Suddenly someone "out of the know" presented cash as payment, and the entire flow of buyers shut down. The message was that anyone who uses cash disrupts the flow of space properly negotiated through credit, and paying with cash is an anti-social action. A disruption of flow occurs in the city when outsiders do not know how to claim space. All of us have been walking down the street when a tourist decides to stand and block the sidewalk in order to look up at a skyscraper. Like the line of shoppers in the commercial, pedestrian traffic comes to a halt and is backed up when outsiders do not know how to properly negotiate space.

If you live in New York City, you realize that space is always being negotiated, constantly being created and destroyed—carving out room on a subway platform; navigating a crowded street; turning up the volume on the television to drown out the soprano practicing next door. You negotiate entrance into the library with a valid ID card; you negotiate exit from your job at night by signing out at the front desk. You
CHAPTER 2: ANALYZING CHALLENGE

The site team looked at the four competencies that I had selected at the outset of the project and re-evaluated my process with them. Each site team member wrote an analysis of my competencies, and these evaluations were merged into a larger one.

From the outset, my ability as a theologian was considered as worthy of attention by the site team, not only because of its importance in ministry, but also because at least one member expressed a “lack of clarity” about what I believe. I, therefore, began a program of reading the major theologians in the reformed tradition, beginning with Calvin, through Barthe and up to current secondary literature on the subject. During the process, I discovered that my theology is not centered in the reformed tradition, but is much closer to other offshoots of that tradition, including Baptists and Quakerism. I found consistency with the idea of the “universal Christ” in Quaker theology, where that of God is all is also referred to as the “Teacher, Seed, and Truth.” Perhaps my greatest growth was in my ability to accept theologies that are radically different as new expressions of the same Spirit. Within the context of this project I was able not only to express my newfound understanding, but also to listen to people as they described their own. My study groups, sermons, and prayers took on a new, multicultural quality, and my congregation, rather than being offended, embraced my new thinking. Engage in biblical and theological reflection that focuses on a multi-cultural society.

I have always prided myself on my preaching, the ability to put into words what I and others are thinking, so I was not prepared when a site team member told me that I
CHAPTER 6:
MINISTERIAL COMPETENCIES

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