***JAAS* Author’s Checklist for Style and Formatting**

Author Name:

Article Title:

# Introduction

The following is an overview of points that we ask you to make sure are in place before submitting your article to *JAAS*. This will ease both your and our process, as well as speed up the editing of the article. If anything is unclear, feel free to ask via [jaas@aiias.edu](mailto:jaas@aiias.edu). References below are also made to the “AIIAS Theological Seminary Research Standards and Writing Manual” (hereafter “Seminary Manual”). If you want to check it further, you will find it at <https://www.aiias.edu/seminary-research-manual/>. On the *JAAS* website you will also find our article template you can use, if you are familiar with applying the Style-functions in Word. In this way, you can format your paper correctly from the start. But it is also fine if you submit the article as a regular Word-file.

# General Comments



# Editorial Policies

1. Each article submitted to *JAAS* for publication should be original and unpublished. The author should supply a digital copy via e-mail attachment (preferably as a Microsoft Word document file as well as a pdf). Each submitted article must be double-spaced and must include an abstract (100–150 words) and a list of relevant keywords (5–7 words). At this time *JAAS* will only publish in English.
2. *JAAS* follows the reference style and abbreviations indicated in *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*, 2nd ed. (Atlanta: SBL Press, 2014), and each article submitted for publication in *JAAS* should conform to this style. When using Greek, Hebrew, or Aramaic in the article the use of Unicode fonts is required, preferably the SBL Hebrew and SBL Greek fonts. All other ancient Near Eastern languages should be transliterated, following the conventions in the *SBL Handbook of Style*, 56–67.
3. Each submitted article is sent anonymously to at least two readers of the International Review Board who are specialists in their particular field. For this reason, all identifying information (name of author, academic affiliation, physical and e-mail address) should be submitted to *JAAS* on a separate sheet. The criteria that determine the acceptance of the manuscript include (a) original contribution, (b) argumentation, logic, style, and (c) adequate documentation. A final decision on whether or not an article will be published in *JAAS* is made by the editors and the editorial board.
4. *JAAS* publishes four different categories of research: (a) major research articles (5,000–10,000 words); (b) short research notes (1,000–4,000 words); (c) AIIAS Theological Seminary thesis and dissertation abstracts; and (d) book reviews (500–1,500 words).
5. Book reviews are assigned by the book review editor. The bibliographic reference of the review should comply with the following layout:

Author name [first name followed by surname], *Complete title of the book*. Trans. by [if applicable]. Name of series and series volume [if applicable]. Place: Publisher, year. Pp. [including Roman and Arabic numbers]. ISBN. Price [together with currency].

1. The book review should contain a brief and objective description of the content of the book which is then followed by critical interaction, an evaluation of the contribution of the volume, and a reflection on the audience for whom it is most suited. Ideally, 40–50% of the book review should be dedicated to critical interaction with the book’s content.
2. Each author (and book reviewer) will receive proofs in electronic format before the final publication of the issue which should be carefully read and corrected and returned to the editor of *JAAS*. If an author does not comply with this requirement, publication of the article will be delayed.

# General Composition

## Introduction

The introduction MUSTinclude the following formulated clearly and succinctly:

1. **Abstract**: Include an abstract of 100–150 words.
2. **Keywords**: Include 5–7 keywords.
3. The introduction needs to **catch the interest** of the reader and make the reader feel a need to continue reading. Think of who your audience is and formulate yourself in a way that draws them into your topic.
4. What is the **problem** you are addressing? Some confuse the gap and the problem. A “gap” is a lack of research in a specific area. This does not warrant a research and article on the topic on its own ground. When does it become a “problem”? When the gap leads people to think unclear or misunderstand a particular issue, then it has become a problem.
5. What is the **purpose** of your article? What to you intend to demonstrate?
6. What is the **contribution** of your article? How does your article differ from what has been written on this topic previously? Support your claims here sufficiently, and add further documentation as needed later in the article.
7. Write your argument as a **dynamic and flowing text** from beginning to end. Avoid having separate blocks like gap, problem, purpose, methodology, delimitations, and structure, as this makes the text more staccato and atomistic.
8. The introduction should be **no more than about 10% of the total** length of the article.

OPTIONAL elements to consider as needed for your topic and primary sources:

1. What are your **research question(s)**? Exactly what questions are you trying to answer in your article? When you have defined and clarified the problem(s)/question(s) you are addressing, don’t lose sight of it, from the opening word to the last period.
2. What is the **thesis** you will argue? You may want to write deductively and state your thesis in the introduction and then provide the evidence and discussion throughout the article, or you may want to write inductively by first giving the evidence leading up to your conclusion at the end.
3. Precisely **what** was your **procedure/methodology** in dealing with the primary sources or evidence, and **how** did you do it step by step? Do not simply tell the reader the name of your methodology. It clarifies very little. It is far more important to answer these “what?” and “how?” precisely and clearly.
4. **Delimitations** are topics you are aware of are related to your theme, but you have decided not to consider in your article. This is different from limitations. The latter you should try to overcome, while the former you state to make clear to the reader that you are aware of related topics but that you still choose not to include in the present discussion.
5. State **presuppositions** that are assumed but not argued in the article, and that still impact and determine your argument and conclusion. Do not include general presuppositions that do not make a difference in the article.
6. What is the **structure** of your presentation of the argument?

## Main body

In writing the main body of your text pay close attention to the following

1. Demonstrate **integrity in methodology** and **creativity in dealing with the evidence** to develop fresh thoughts, concepts, and connections.
2. Think of your entire article as one consistent and sustained **argument** from beginning to end. When you have defined your research problem and purpose, keep your focus undistracted on these throughout. Delete everything that does not contribute to this argument and organize it so it is clear and flows logically for the reader. A sentence should normally only have one thought, and a paragraph only one topic. As you proceed from section to section, it is good to help the reader see how the various sections of your argument fit into the overall argument.
3. **Primary sources**:Base your argumentation upon primary sources to secure your own integrity, and subsequently enter a dialogue with secondary literature! Avoid general formulations that are not supported by adequate evidence. Show instead of tell, i.e., show concretely what the evidence and arguments are, instead of simply telling that they exist.
4. **Topic sentence**:Consider beginning each paragraph with a topic sentence summarizing the main theme of the paragraph. This can help the reader get a better overview of your argument.
5. **Flow**:Make sure that there is a natural and logical flow throughout. Make sure that it is clear for the reader how every section is relevant to your overall argument. Giving a general structure of your argument and pointing out to the reader where you are in the argument is one way to do it.
6. **Transitions**:When transitioning to a new part of the argument it is good to prepare the reader at the end of the previous section what is coming, and at the beginning of the next section how your discussion there will develop the next part of your overall argument.
7. Make sure that you adequately interact with the **secondary literature**.
8. **Main text and footnotes**:Keep everything central to your argument in the main text, and limit discussions in footnotes as far as possible. Many topics are interesting but putting periphery and even irrelevant discussions into your paper—interesting as they might be in themselves—only contributes to lowering the quality and clarity of your text. If your argument absolutely needs a digression, but it is too long for a footnote, consider to place it as an excursion in the text, marking clearly to the reader that you are taking a necessary detour.
9. The normal article should be between **5–10,000 words**, including footnotes.

## Conclusion/Summary/Final reflections:

1. Not all articles necessarily have a **conclusion/summary/final reflections**. Some authors may prefer to state all the general issues in the introduction or main text. If you choose to include a conclusion/summary/final reflection, decide which one will be most appropriate for your argument. A conclusion should not introduce new elements but state how the argument in the article leads to a specific conclusion. A summary should only a short overview of the key elements in the argument. A final reflection is more open than a conclusion or summary and can to a certain extent go a little further than the previous.
2. Work especially on **the last 2–3 sentences** to give your text a punchline, so the reader feels it was worth reading till the end.
3. A conclusion/summary/final reflections should be **no more than about 10% of the article**.
4. The article should not have a **bibliography**.

# Writings Tips

The following may be rules of thumb to keep in mind when writing. It may help to increase the quality of your writing significantly, especially when English is not your native language:

1. Formulate clear and precise **research questions** for each major section and subsection that you answer as you proceed. This helps you be clearer about what precisely the purpose of each section is. Eliminate whatever does not address the research problem(s)/question(s), or place it in footnotes if it is relevant supporting material.
2. When writing and revising, **read your sentences slowly** to see if they are clear syntactically and semantically, concise, avoid redundant words and sentences, and flow well. This requires slow reading and a weighing of each word and sentence.
3. Make sure that **the number (singular/plural) corresponds between the subject and the verb**. This is one of the most typical mistakes made by authors.
4. Write **short sentences**, limiting yourself to one idea per sentence. Try to keep your sentences clear and simple. Do not try to pack too much into one sentence, otherwise they might read staccato and become unclear.
5. **Keep everything that belongs together** **in a sentence as close as possible** to each other. For example, the subject goes with the verb, the adverb with the verb, and the adjective with the noun.
6. Avoid as far as possible to begin a sentence with a subclause. **State the key elements up front in your sentence.**
7. Avoid generalised and “fluffy” formulations. **Be concrete and specific, explicit and clear, condensed and concise**, so the reader does not have to guess at your meaning and can see clearly the points themselves. Avoid being verbose. Give the evidence and arguments but write briefly and economically.
8. Let there be a **clear and consistent development of your argument**. Avoid unnecessary repetitions and redundant statements. Go straight to the point, say what you have to say clearly, and then move on.
9. Write as far as possible in **active verb tenses** rather than the passive voice.
10. **Show rather than tell**. Leave with the reader to judge the value of what you are writing and rather show/demonstrate its value. Give the arguments, the evidence, and the profound thoughts instead of simply telling the reader about them and that they exist somewhere.
11. **Create variation in your vocabulary** so as not to bore the reader. Do not use the same keywords in close proximity unless it is necessary.
12. If you are struggling with writing in English you may want to **consult with a person good in English** to help you with this, and to read over the paper and suggest improvements. You can also use Microsoft Word spelling/grammar check and Grammarly (or similar language tools).
13. *JAAS* uses **US spelling**. For the differences compared to British spelling see: <https://www.oxfordinternationalenglish.com/differences-in-british-and-american-spelling/>. You can use the grammar checker in Word by setting it to English (US) for extra help.

# General on Style and Formatting

1. For the general **responsibilities of an author** see *SBLHS*, pp. 2–8.
2. **Chapter-division** are only used for longer manuscripts like thesis or dissertations, and not shorter papers. Term papers should only use titles and subtitles.
3. **Font and spacing**:All text should be written as Times New Roman 12 points, except for example Hebrew and Greek (see below). The main text should be “double spaced, and indented five spaces (0.5 inch) at the beginning of each paragraph, with **no** additional space between paragraphs” (“Seminary Manual,” 14).
4. According to Appendix E (p. 124) in the Seminary Manual the **the divine pronoun (He, His, Him) should be capitalized**. Also, when translating biblical passages or addressing God using the 1cs or 2ms the first letter should be capitalized.
5. For how a longer list of how words in our field should be **capitalized and spelled** see *SBLHS* §4.3.6.

**Lists and enumerations**: “Use parallel grammatical construction for items in a list…. In an enumeration within a sentence, use a comma to separate items unless items in the list contain commas; in that case, use semicolons. An identifying element (letter or number) should **always** be on the **same line** as the item…. Numbers are preferably used for vertical lists” (Seminary Manual, 15. Bold and underlining original).

1. “**Widows/orphans**. The first or last line of a paragraph should not appear alone at the bottom or top of a page (widow/orphan). A subheading at the bottom of a page must have at least two lines of text below it; otherwise, the subheading should begin at the top of the next page. You may allow more than 1.0 inch at the bottom of a page in order to avoid ‘widow’ and ‘orphan’ lines” (“Seminary Manual,” 15. Bold is added).
2. **Tables** should be placed at the top or bottom of the page, as soon after (not before) it is introduced. Tables are named and numbered throughout the text (“Table 1”), and given a title. They shall not include vertical lines and have few horizontal lines.
3. Introduce **abbreviations** the first time it is used only if it would be used at least 3 times. For abbreviations of biblical books and series see below. The abbreviations “e.g.,” “i.e.,” and “namely,” should all be followed by a comma. “Cf.” should be used for “see, by way of contrast.” When “see also/further” is meant, write it out in full.

# Hebrew and Greek

1. Use **SBL Hebrew font** for all Hebrew text, and likewise **SBL Greek** for all Greek (“Seminary Manual,” p. 63). The fonts can be downloaded from here: <https://www.sbl-site.org/educational/biblicalfonts.aspx>. The font size should be the same as the surrounding text.
2. When including Hebrew text, either use **only the consonants or the consonants with vowels**. Include vocalization/accents only when it is relevant to your discussion and you are commenting upon it. Remove all superscripts (like a or 1 referring to text-critical remarks or other comments in the application you are using) of both the Hebrew and Greek texts.
3. The Greek and Hebrew text should **not have quotation marks**. It is marked clear enough in an English text using the Greek and Hebrew fonts. But use quotation marks for translation.
4. When you write an **English sentence**, let it be an English sentence. Do not begin it with Hebrew or Greek words. Add “The lexeme/phrase” or the like in front.
5. Indicate in a footnote whether you are using **your own translation or one of the standard** **translations** the first time you give a biblical quote (“Translations are my own unless otherwise indicated”/“The translations are taken from NASB unless otherwise indicated”).
6. The names of the **Hebrew stems** should only be capitalized if at the beginning of a sentence, and should be written in italics (*SBLHS* §5.1.1.3). E.g., *qal*, *niphal*, *piel*, *pual*, etc.

# References

1. **Referencing, fair use, and plagiarism**: The “Seminary Manual” p. 16 states: “Every time more than three words from another source are used in your paper, they must be enclosed in quotation marks and a reference given, including page or paragraph number. If the source is from another person’s work and you cannot find the original, cite it as a secondary source.” And again: “All words and ideas borrowed from a written source must be given credit in a footnote or in-text reference…. Quoted words must be reproduced exactly as found and enclosed in quotation marks. In order to qualify as a paraphrase, the ideas of the original author must be accurately preserved, but using different words and expressions, not dependent on the sentence structure and vocabulary of the original author. Changing a few words in a sentence or paragraph is not sufficient to constitute a paraphrase. For those whose facility with the English language is limited, it is generally safer to quote exactly and enclose in quotation marks” (“Seminar Manual,” 11–12). Presenting something as your own material when it belongs to someone else is plagiarism, a spiritual sin and an intellectual theft. You also need to give reference when reusing your own material. All *JAAS* articles are checked for plagiarism.
2. **Double-check quotations and facts**:“Double-check that you have gotten the wording of quotes correct, especially when it is a foreign language” (“Seminary Manual,” 17). The same applies to facts referred to in the article.
3. Using **AI** (Artificial Intelligence) generated text in the article is strongly discouraged. If for some reason, like to illustrate how AI responds to a query, you want to include it, use the APA style for reference (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>). As of yet SBL does not give a separate formatting for AI.
4. According to the *SBLHS* it is **discouraged to** **omit repeated information** from references when it is mentioned in the main text. See <https://sblhs2.com/2017/01/17/repeating-information-text-versus-footnote/>. An exception is “if another article in the same edited volume has already been cited with the full bibliographic information, the short form including information concerning the editors may be used for all other articles in the edited volume cited subsequently” (*SBLHS* §6.2.12).
5. When referring to an **entry in a lexicon or dictionary** it is possible to refer to the entry title instead of the page number, by adding “s.v.” before the entry title (BDAG, s.v. “ἐξήγησις”).
6. For correct **abbreviation of biblical books** see *SBLHS* §8.3.1. The “Seminary Manual,” p. 23 states: “The Seminary should use the biblical book abbreviations found in Table 3. They are written without periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence, or within a title. When citing several Bible books or Bible references in the text, arrange them in canonical order. Also, a list of Bible references should be separated by commas if they are parallel (Gen 1:1, Exod 2:2–3, Dan 8:3) and by semicolons if they are unparallel (Pss 1:1, 90:9, 119:8; Jas 1:5, 7; Rev 14).” In titles and at the beginning of a sentence you always spell out the name of the biblical book in full, even using “First Corinthians” instead of the numerical “1 Corinthians,” while inside a sentence the abbreviation is recommended (“1 Pet 1:10–12”) unless you refer to the book as a whole “1 Peter.”
7. The first time you mention an **author’s name** use the full name as he or she gives it. Subsequent references only use the surname. Even if you have mentioned a person before, when you refer to them again in a new paragraph repeat the name of the person before using the 3rd person pronoun (he/she) or an equivalent.
8. **Surname with Van/van**: When a surname is written with a “Van/van” follow what the author him- or herself uses, e.g. John Van Seters (“Van Seters, John” in bibliography) and Hans von Campenhausen (“Campenhausen, Hans von” in bibliography). When beginning a sentence or reference it should always be capitalized (“Von Rad often said …” even if it is written Gerhard von Rad). See *SBLHS* §7.2.2.1–2.
9. **Referring to yourself**: “Do not use the editorial we (and variants; e.g., We did not carry out the research or make any conclusions). You may assume, however, that your reader is following along with you (e.g., ‘We now turn to’ or ‘Let us now look at’). Writing in the third person (i.e., using ‘this writer,’ ‘this researcher’) gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person (e.g., ‘I instructed the students’ or ‘my calculations showed …’) or recast the sentence (‘Students were instructed’). Writing ‘the researcher’ or ‘this researcher’ is generally no longer appropriate; however, some professors may still prefer this.… minimize references to yourself and keep the emphasis on the research” (“Seminary Manual,” 9).

# Quotations

1. **Single and double quotation marks**: In philosophy and some traditions single and double quotation marks are used to refer to different things. This is discouraged by the *Chicago Manual* (§7.58). Only when there is a quotation inside a quotation should single quotation marks (“ ‘’ ”) be used.
2. **Block quotations**: “Quotations of five or more lines in any language should be formatted as separate paragraphs with all lines indented on the left, without opening and closing quotation marks. Such quotations should use the same font and point size as normal text” (*SBLHS* §2.1.3.3). “Block quotations should conclude with punctuation, followed by the citation in parentheses” (*SBLHS* §4.1.5). Block quotations do not carry quotation marks before and after the quotation…. If the quotation is in the middle of a paragraph, do not indent the first line of the text following the block quotation” (“Seminary Manual,” 14–15).
3. **Commas and periods with quotation marks**: There are two systems regarding whether periods and commas should be given inside or outside closing quotation mark (*CMS* §6.9). According to the “Seminary Manual” only one system should be used: “Commas and periods are always placed inside quotation marks; place other punctuation marks inside quotation marks only if they are part of the quoted material” (“Seminary Manual,” 18).
4. **Square brackets in quote**: “Use square brackets to enclose materials inserted in a quotation by some person other than the original writer” (“Seminary Manual,” 16).
5. CMS §13.18–19 (p. 715) on **quotes**: “The first word in a quoted passage must often be adjusted to conform to the surrounding text…. When a quotation introduced mid sentence forms a syntactical part of the sentence…, it begins with a lowercase letter even if the original begins with a capital.” And: “The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter (no need to mark this change). If the quotation is set off syntactically by a comma, period, or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase” (“Seminary Manual,” 16).
6. **Apostrophe and Quotation Marks.** “Apostrophes and quotation marks should be curly (’) not straight (‘)” (“Seminary Manual,” 17).

# Footnotes

1. Do not place **footnotes in the middle of a sentence**, unless necessary. Giving the footnote number after the comma or punctuation aids more flow in reading.
2. **Footnote formatting**: “There should be a space between the footnote number and the footnote” (p. 41).
3. **Be accurate about reference and bibliographic information**. It is the author’s responsibility to format footnotes according to the *SBLHS*, and make sure that the bibliographic information and references are correct. Whenever you are unsure, check the *SBLHS*. *SBLHS* §6.2 gives several examples of different types of references. Below are given the two most common types, the first for a book and the second for an article, and how these are given in (i) the first full footnote, (ii) subsequent footnotes, and (iii) the bibliography:
   1. A book by a single author:
      1. 15 Charles H. Talbert, *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles* (New York: Crossroad, 1992), 127.
      2. 19 Talbert, *Reading John,* 22.
      3. Talbert, Charles H. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad, 1992.
   2. An article by a single author:
      1. 7 Blake Leyerle, “John Chrysostom on the Gaze,” *JECS* 1 (1993): 159–74.
      2. 23 Leyerle, “John Chrysostom,” 161.
      3. Leyerle, Blake. “John Chrysostom on the Gaze.” *JECS* 1 (1993): 159–74.
4. The “Seminary Manual” on **reference following a content note**: “A content note (an explanation or amplification of textual matter) may be followed by its source in one of two ways: (1) The reference may follow the content note in parentheses, with the publication information in square brackets. (2) Introduce the reference in normal footnote style with ‘See’ when placing it after the period and without parenthesis” (p. 42). A suggestion, and something common, is to use parenthesis after quotations, and “See” after you have paraphrased.
5. **The order in which the information should be given** is as follows (*SBLHS* §6.1.1):
   1. Author(s), or if there is no author, editor(s)
   2. Title of chapter or journal article
   3. Title of book (including subtitle) or periodical
   4. Editor, compiler, and/or translator
   5. Edition if not the first
   6. Volumes: if citing the whole work, give the total number of volumes; if only a single volume is cited, list that volume number and the title of the volume
   7. Series title and/or volume number
   8. Details of publication: city, publisher, and/or date (in parenthesis, or in brackets if the entire reference is already placed in parenthesis)
   9. Volume and/or page numbers
   10. Electronic source information if applicable
6. **Author name and title**: First **full reference** includes the full author’s name, as the author uses it him- or herself (see above), and full title. **Subsequent references** only use surname, short title, and page reference. For how to abbreviate a title *SBLHS* states the following: “The shortened title should include key words occurring as close to the beginning of the title as possible and with the word order unchanged. Titles of four words or less are not shortened” (*SBLHS*, p. 70). Initial words like “The” in the title can be deleted in the short title.
7. **The use of *ibid*.:** The use of *ibid*. is discouraged by the “Seminary Manual” (p. 21, 42), *SBLHS* (https://sblhs2.com/2018/02/01/cms-update-ibid/), and *CMS* §14.34. The *SBLHS* p. 70 states: “Subsequent notes in the same work referring to the same source should use the abbreviated note form exhibited in the examples in §§6.2–4, including a shortened form of the main title of the work cited.” In other words, for subsequent references use surname, short title, and page number, and not *ibid*.
8. **Series** may be given as an **abbreviation**. If it is listed in *SBLHS* §8.4.1 it should be given according to this abbreviation. In the “Seminary Manual,” p. 43 there is a provision for the author to create their own abbreviation for materials not listed in the *SBLHS*. When an author introduces an abbreviation, the full name should be given the first time with the abbreviation in parenthesis. The series number follows immediately without any “vol.”
9. It is only the place of publication, publisher name, and year that should be **within the parenthesis of a footnote**. All other information should be outside the parenthesis. Again, check *SBLHS* §6.2 whenever you are unsure.
10. **Brackets within parenthesis**: “Parenthetical material within parentheses is placed in square brackets” (“Seminary Manual,” 16). If you, for example, give a full footnote reference to a source within parenthesis, the place of publication, publisher and year should be placed in brackets and not parenthesis.
11. For the **place of publication** only give one city. If the publication gives more places, select the first (*SBLHS* §6.1.4.2). Check *SBLHS* §6.1.4.1 to see how the place of publication is given for a specific publisher. The US states are included for cities that are not well known. The same applied to country. Country is only included if the place is not well known. When writing the US states, these should only be written with two capitalized letters, without any punctuation between (‘MI’ not ‘Mich.’). For US state abbreviations see *SBLHS* §8.1.1.
12. **Publisher name** should be given as in *SBLHS* §6.1.4.1. If it is not listed there, delete unnecessary words like “Publishing house” or “Press” unless it is a university press. In the latter case, it is spelled out in full.
13. For reference to a **chapter in a book or a journal article** include page references to where it begins and ends, if you are not referring to specific pages within the chapter or article.

# Various signs

1. **Inclusive page numbers** should be given with an en dash (–) and not simply a hyphen (*SBLHS* §2.1.3.4). For how to give inclusive numbers see *SBLHS* §4.2.4–5. Examples:

|  |  |
| --- | --- |
| Pages | Years |
| 3–9, 11–17, 53–55, 94–113  100–103, 500–508, 502–8, 1100–1187  285–89, 306–23, 809–902, 1003–7  327–35, 448–503, 1465–89, 1698–1703 | 502–500 BCE  327–321 BCE  154–157 CE  the years 1939–1945  from 1856 to 1857  between 1850 and 1860  during the 1960s and 1970s |

For when to use hyphen (-), en dash (–) and em dash (—) see *SBLHS* §2.1.3.4. For successive page numbers or biblical verses (e.g., “20–21” and “118–19”) en dash should be used (and *not* comma as in “20, 21” and “118, 119”). For examples, see *SBLHS* pp. 92, 98, 111–12, 266–67 and the Seminary Manual pp. 47–48.

1. **Possessives**: “Most names ending in sibilants or in a silent *s*, *z*, or *x* should now be treated according to the general rule for common nouns. E.g., Lazarus’s home, Achilles Tatius’s supposed conversion, Cambyses’s conquest, Achilles’s fury…. SBL recommends following CMS in making no exception for the possessives of Moses and Jesus. E.g., Jesus’s tunic, Moses’s staff” (*SBLHS* §4.1.6).
2. **Comma**: “When three or more elements appear in series in running text, a serial comma (“Oxford comma”) should precede the final conjunction…. Essential (defining) clauses should *not* be set off with commas…. Nonessential clauses (clauses that could be omitted without affecting the meaning of the sentence) *should* be set off with commas” (*SBLHS* §4.1.1.1–2).
3. **Ellipses**: “Three dots indicate omitted words in direct quotations within a sentence. For omitted words between sentences or paragraphs, use four dots…. Do not use ellipses at the beginning or end of a quotation, only when text is removed from the middle. SBL uses the precomposed or non-spaced ellipses characters (…)” (“Seminary Manual,” 17). Make sure you place the ellipsis and possible spacing correct when omitting within a sentence (“You shall not … let your voice be heard”), a complete sentence is followed by an ellipsis (“You shall not let your voice be heard.… Then you shall shout”), and in conjunction with original punctuation (“Potiphar, an officer …, bought him from the Ishmaelites,” but “Potiphar, an officer of Pharaoh, … bought him from the Ishmaelites”). For further details see *SBLHS* §4.1.3.