

**THE PONTIFICAL FACULTY  
OF THE IMMACULATE CONCEPTION**



**Style Guide  
for  
Theses, *Tesinae*, and Dissertations**

Approved by the Council of the Faculty  
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## Dominican House of Studies Style Guide

The source for most of the following material is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is an abridged version of the Chicago Manual of Style (16<sup>th</sup> edition, 2010).

Turabian (29) recognizes that “you’ll be tempted to take shortcuts, because it’s boring work and rules about periods, commas, and parentheses can feel like nit-picking,” but she warns that “nothing labels you a beginner faster than citations that are inappropriate, or worse, incomplete or inaccurate.” Sloppy and inconsistent notation gives the impression of incompetence or lack of interest—neither of which would be good to communicate to your reader. Leniency is up to the professor, but the professor has every right to penalize disregard for proper style. You might think of it this way: if you would like your grader to be in a good mood while reading your work, do not have inexplicably different font sizes or colors, stray spaces, inconsistent notation, wrong punctuation, or poor grammar. While it is surely not beyond your intellectual ability to apply a writing style correctly, many students fail to implement one consistently.

### *Basic Footnote Format*

The basic format for footnotes is found at *Turabian* 16.1; see the examples that *Turabian* gives on pp. 144-48. (All that is said about footnotes here applies to endnotes, which are simply notes not at the foot of the page but at the end of the chapter or book.) When your references have variations or complications of any sort (volumes in a series, multiple authors, reprints, etc.), be sure to verify that you are implementing the proper format.

Note that the format for footnotes is *not* the same as for the bibliography.

## Books

- References to books in footnotes should be formatted as in the example below. Note the superscript reference number and the indentation of half an inch. Note where there are and are not punctuation marks, e.g., before parentheses; and note states' abbreviations: do not use "Va." or "D.C." but simply "VA" or "DC."

<sup>8</sup>Gilles Emery, *Trinity, Church, and the Human Person: Thomistic Essays* (Naples, FL: Sapientia Press, 2007), 24.

## Journals

- References to journal articles in footnotes should be formatted as follows:

<sup>10</sup>Gilles Emery, "The Personal Mode of Trinitarian Action in Saint Thomas Aquinas," *The Thomist* 69 (2005): 32.

## Scriptural References

- Scriptural references are noted in parenthetical citation format even though you are using footnotes for all other references.
- Use this format:

Paul teaches that "the wages of sin is death" (Rom 6:23).

- Do not use this format:

Paul teaches that "the wages of sin is death."<sup>14</sup>

<sup>14</sup>Rom 6:23.

- This is incorrect:

Paul teaches that “the wages of sin is death.” (Rom 6:23)

### **Immediate Repetition of a Source** (Turabian, 16.4.2)

- Immediate repetition of a source in footnotes should be indicated by “ibid.” for clarity and economy. “Ibid.” is the abbreviation of “ibidem,” Latin for “in the same place.” “Op. cit.” and “loc. cit.” have fallen out of use. If the same article is quoted three times consecutively, “ibid.” is to be used as shown below:

<sup>10</sup>Gilles Emery, “The Personal Mode of Trinitarian Action in Saint Thomas Aquinas,” *The Thomist* 69 (2005): 32.

<sup>11</sup>Ibid., 35.

<sup>12</sup>Ibid., 37.

- If the use of “ibid.” would be less clear or less economical, then naturally it should be avoided, e.g., in the case of references to the *Summa Theologiae*, which are already very short and are clearer spelled out in their full notation, as in the following two examples:

Use:

<sup>3</sup>*ST* I, q. 32, a. 1, corp.

<sup>4</sup>*ST* II-II, q. 2, a. 1, ad 3.

Not:

<sup>3</sup>*ST* I, q. 32, a. 1, corp.

<sup>4</sup>Ibid. II-II, q. 2, a. 1, ad 3.

Use:

<sup>7</sup>*ST* I, q. 32, a. 1, corp.

<sup>8</sup>*ST* I, q. 32, a. 2, ad 1.

Not:

<sup>7</sup>*ST I*, q. 32, a. 1, corp.

<sup>8</sup>*Ibid.*, a. 2, ad 1.

### Short Citation Form (Turabian 16.4.1)

- The first time a source is cited, the full bibliographical information is given in the footnote (as in the examples above for books and journals). In subsequent citations of this source, a shortened form is used giving just the author's last name and an abbreviated version of the title, as in the examples below:

<sup>34</sup>Emery, *Trinity*, 65.

<sup>23</sup>Emery, "Personal Mode," 35.

### Translators and Editors (Turabian 16.1.3 and 16.1.5)

- Translators and editors should be indicated in footnotes using abbreviations as follows:

<sup>7</sup>Jean-Pierre Torrell, *Saint Thomas Aquinas: The Person and His Work*, trans. Robert Royal (Washington, DC: The Catholic University of America Press, 1996), 38.

<sup>8</sup>Jane Austen, *Persuasion: An Annotated Edition*, ed. Robert Morrison (Cambridge, MA: Belknap Press of Harvard University Press, 2001), 311-12.

- For a chapter in a collection of essays, the editors' names still follow the book's title, as shown below:

<sup>9</sup>Gary Culpepper, “‘One Suffering in Two Natures’: An Analogical Inquiry into Divine and Human Suffering,” in *Divine Impassibility and the Mystery of Human Suffering*, ed. James F. Keating and Thomas Joseph White (Grand Rapids, MI: Eerdmans, 2009), 78.

**Placement of footnote reference numbers** (*Turabian* 16.3.2, pp. 155-156)

- The footnote reference number follows all forms of punctuation except a dash, as in the examples below.

*Examples of correct usage*

There's no place like home.<sup>1</sup>

(There's no place like home, but we have here no lasting city.)<sup>2</sup>

As Aquinas teaches, “God alone satisfies.”<sup>4</sup>

There's no place like home<sup>5</sup>—but we have here no lasting city.  
(This would be correct when the reference pertains to the part of the sentence before the dash.)

There's no place like home;<sup>5</sup> but we have here no lasting city.

He came to this discovery about happiness:<sup>5</sup> God alone satisfies.



*Examples of incorrect usage*

There's no place like home.1

There's no place like home<sup>1</sup>.

There's no place like home. <sup>1</sup> (There should be no stray spaces.)

There's no place like home<sup>5</sup>; but we have here no lasting city.

**Page Number Ranges**

- For a range of pages, you may always write out the numbers in full. If you prefer to abbreviate the number indicating the end of the range, follow the rules *Turabian* outlines in 23.2.4, pp. 325-326.

*Basic Bibliography Format (Turabian 16.1)*

**Journals**

- References to journal articles in the bibliography should be formatted as shown below. Note that the page numbers indicate the complete article, not a specific reference. The last name is given first because bibliographies are sorted by last name.

Emery, Gilles. "The Personal Mode of Trinitarian Action in Saint Thomas Aquinas." *The Thomist* 69 (2005): 31-77.

## Books

- References to books in the bibliography should be formatted as shown below. Note the difference in the use of periods, parentheses, and indentation, as well as the formatting of the author's name, as compared to the formatting of the footnotes. It is much more efficient to use the paragraph setting for hanging indentation at .5" than to insert tabs manually.

Emery, Gilles. *Trinity, Church, and the Human Person: Thomistic Essays*. Naples, FL: Sapientia Press, 2007.

- Ancient and medieval authors often have no last name. Thus, they should be listed as in the two examples below. "Aquinas" and "Hippo" are not Thomas' and Augustine's last names.

Thomas Aquinas. *Commentum in quatuor libros Sententiarum Magistri Petri Lombardi*. Opera Omnia, vols. 6-7. Parma: Petrus Fiaccadori, 1856-1858.

Augustine of Hippo. *De Moribus Ecclesiae Catholicae et de Moribus Manichaeorum*. Corpus Scriptorum Ecclesiasticorum Latinorum, edited by Johannes B. Bauer, vol. 90. Vienna: Hölder-Pichler-Tempsky, 1992.

- Note the format for indicating volumes in a series (Turabian 17.1.5, p. 174).

### Multiple Works by the Same Author (Turabian 16.2.2.1)

- The repetition of an author in the bibliography calls for three em dashes instead of the spelled out name, as in the example below.

Emery, Gilles. “Essentialism or Personalism in the Treatise on God in Saint Thomas Aquinas?” *The Thomist* 64 (2000): 521-563.

———. *Trinity, Church, and the Human Person: Thomistic Essays*. Naples, FL: Sapientia Press, 2007.

### Multiple Authors (Turabian 16.2.2.1)

- When there are multiple authors, only the first author is listed last-name-first, as shown below.

Smith, John, and Adlai Stevenson. *Electoral Politics*. New York: Chelsea Press, 1960.

- When the books cited have translators or editors, abbreviations are not used as they are in the footnotes:

Torrell, Jean-Pierre. *Saint Thomas Aquinas: The Person and His Work*. Translated by Robert Royal. Washington, DC: The Catholic University Press, 1996.

Chirac, Jacques. *Collected Essays on the Political Philosophy of George W. Bush*. Edited by Paul Wolfowitz. Boston: Karl Rove Press, 2007.

Culpepper, Gary. “‘One Suffering in Two Natures’: An Analogical Inquiry into Divine and Human Suffering.” In *Divine Impassibility and the Mystery of Human Suffering*, edited by James F. Keating and Thomas Joseph White, 77-98. Grand Rapids, MI: Eerdmans, 2009.

### *Guidelines for Quoting Text*

**Punctuation Before Quotations** (Turabian 25.2.2, p. 349; see also 25.2.1, pp. 347-348)

- Turabian (349) writes, “If you introduce the quotation with a complete sentence, end the sentence with a colon. If you use only an attribution phrase such as *notes*, *claims*, *argues*, or *according to* along with the author’s name, end the phrase with a comma. If you weave the quotation into the syntax of your sentence, do not use any punctuation before the quotation if no punctuation would ordinarily appear there.” Consider these examples.

Gilby clarifies this point at the beginning of his book: “It is no longer possible to keep questions about sex shrouded in a veil of mystery, even if that were desirable.”

Gilby notes, “It is no longer possible to keep questions about sex shrouded in a veil of mystery, even if that were desirable.”

Gilby notes that “it is no longer possible to keep questions about sex shrouded in a veil of mystery, even if that were desirable.”

**Modifying Quoted Text** (Turabian 25.3.1, pp. 351-352)

- When quoting text, simply correct obvious misspellings, and modify punctuation and capitalization to accord with your syntax, as in Turabian’s examples below.

*Original:* “As a result of these factors, the Mexican people were bound to benefit from the change.”

Fernandez claims, “The Mexican people were bound to benefit from the change.” (In the original, “the” is not capitalized because it is not at the beginning of the sentence. It is not necessary to signal an interpolation with “[T]he” unless the capitalization itself bears on your discussion.)

Fernandez claims that “the Mexican people were bound to benefit from the change.”

Fernandez points out that “as a result of these factors, the Mexican people were bound to benefit from the change.” (In the original, “As” is capitalized because it is at the beginning of the sentence, which is not the case in your context.)

“The Mexican people,” notes Fernandez, “were bound to benefit from the change.”

Fernandez notes that the Mexicans were “bound to benefit from the change” as a result of the factors he discusses.

“The Mexican people were bound to benefit from the change,” argues Fernandez.

### **Excising Text** (*Turabian* 25.3.2, pp. 354-57)

- When text is excised from a quotation, the excision is indicated with an ellipsis, i.e., three periods with one space between each period. Unfortunately, some software programs produce ellipses as a single unit of three periods without spaces. *Do not use this feature.* Below are examples of correct and incorrect usage of the ellipsis.

Original text: “It is no longer possible to keep questions about sex shrouded in a veil of mystery, even if that were desirable; they are openly discussed and written about, often on no solid foundation of principle. For this reason alone it is imperative that sound Christian teaching should be made accessible to those who need it, whether for their own lives or for the successful guidance of others.”

*Examples of correct usage*

Gilby clarifies this point at the beginning of his book: “For this reason alone it is imperative that sound Christian teaching should be made accessible to those who need it . . . for the successful guidance of others.”

Gilby clarifies this point at the beginning of his book: “It is no longer possible to keep questions about sex shrouded in a veil of mystery . . . ; they are openly discussed and written about, often on no solid foundation of principle.”

Gilby clarifies this point at the beginning of his book: “It is no longer possible to keep questions about sex shrouded in a veil of mystery. . . . It is imperative that sound Christian teaching should be made accessible to those who need it, whether for their own lives or for the successful guidance of others.” (Notice that the ellipsis follows the period that ends the sentence. Ellipses simply indicate an excision. They do not count as periods that end a sentence. If what precedes the ellipsis is a grammatically complete sentence, whether or not it is a full sentence in the original, then that sentence ends with a period, followed by the ellipsis.)

- An ellipsis is only needed when the excised portion of the text occurs within a quotation; when text is dropped from the beginning or end of a quotation, an ellipsis is not needed, as the example below illustrates.

Gilby clarifies at the beginning of his book that today such questions “are openly discussed and written about.”

*Examples of incorrect usage*

Gilby clarifies this point at the beginning of his book: “For this reason alone it is imperative that sound Christian teaching should be made accessible to those who need it...for the successful guidance of others.” (Spaces are missing.)

Gilby clarifies this point at the beginning of his book: “For this reason alone it is imperative that sound Christian teaching should be made accessible to those who need it ... for the successful guidance of others.” (Spaces are missing.)

Gilby clarifies this point at the beginning of his book: “For this reason alone it is imperative that sound Christian teaching should be made accessible to those who need it. . .for the successful guidance of others.” (Spaces are missing.)

Gilby clarifies this point at the beginning of his book: “It is no longer possible to keep questions about sex shrouded in a veil of mystery . . . For this reason alone it is imperative that sound Christian teaching should be made accessible to those who need it, whether for their own lives or for the successful guidance of others.” (A period is missing.)

Gilby clarifies this point at the beginning of his book: “It is no longer possible to keep questions about sex shrouded in a veil of mystery, even if that were desirable; they are openly discussed and written about, often on no solid foundation of principle . . . . It is

imperative that sound Christian teaching should be made accessible to those who need it, whether for their own lives or for the successful guidance of others.” (There should be no space after “principle” since even with the excision, it is grammatically a complete sentence.)

Gilby clarifies this point at the beginning of his book: “It is no longer possible to keep questions about sex shrouded in a veil of mystery, even if that were desirable; they are openly discussed and written about, often on no solid foundation of principle. . . . It is imperative that sound Christian teaching should be made accessible to those who need it, whether for their own lives or for the successful guidance of others.” (There is an extra space before the ellipsis.)

### **Adding Emphasis**

- If you add italics to a quotation, indicate that fact with “emphasis mine” either in square brackets within the text or else in the footnote (but not both), as in the examples below (Turabian 25.3.1.3, p. 353; The Chicago Manual of Style 13.60, pp. 642-643):

Bonaventure explains this view: “Therefore generation precedes filiation from the perspective of understanding. . . . Therefore generation is the reason for asserting paternity in God the Father. *For as passive generation is related to filiation, so is active generation to paternity* [emphasis mine].”<sup>141</sup>

<sup>141</sup>Bonaventure, *I Sent.*, d. 27, p. 1, a. un, q. 2, opin. 1; emphasis mine.



**Quotation Marks** (*Turabian* 21.10-21.12, p. 304-306; 25.2, pp. 347-49)

- According to American style, double quotation marks are used for direct quotations, and single quotation marks are used for quotations within quotations, as in the example below:

Aquinas enlists a Cistercian's authority, noting that "Bernard says that 'one drop of Christ's blood was a sufficient price for our redemption.'"

- Double quotation marks are also used to set off terms or expressions:

The debate revolved around the words "nature" and "person."

"With John and me" is a prepositional phrase.

- According to American practice, periods and commas are placed *within the quotation marks*, even if they are not part of the quotation. Colons and semicolons are placed outside quotation marks. Question marks and exclamation points are placed outside quotation marks unless they are part of the quotation.

*Examples of correct usage*

My mother said, "Look both ways before you cross the street."

Did your father say, "Look both ways before you cross the street"?

My sister asked, "Why do I have to look both ways before I cross the street?"

My grandmother said, “Look both ways before you cross the street”; then she crossed without looking.

*Examples of incorrect usage*

My mother said, “Look both ways before you cross the street”.  
(Although the European placement of punctuation is more logical, you are writing in the US.)

Did your father say, “Look both ways before you cross the street?”

My sister asked, “Why do I have to look both ways before I cross the street”?

My grandmother said, “Look both ways before you cross the street;” then she crossed without looking.

**Block Quotations** (Turabian 25.2.2, pp. 349-350)

- Any quotation exceeding four lines should appear in block format, as in the example below. Block format may also be used for quotations of fewer than four lines for improved readability. Turabian instructs the writer as follows:

Single-space a block quotation, and leave a blank line [*and therefore not zero or two or three*] before and after it. Do not add quotation marks at the beginning or end, but preserve any quotation marks in the original. Indent the entire quotation as far as you indent the first line of a paragraph. . . .

If you quote more than one paragraph, do not add extra line space between them, but indent the first line of the second and subsequent paragraphs farther than the rest of the quotation.

- Notice that there is no indentation on the right.

*Other Style Concerns***Basic Elements**

- Include a title page and a bibliography not only for theses but also for research papers.
- Your paper should be paginated with the page number centered at the bottom of the page. There should be no page number on the title page. Double space your principal text, and single space footnotes. Margins should be 1".

**Basic Structure**

- Regarding the structure of your paper, your introduction should provide a thesis statement and an overview of all of the sections or major arguments of your paper. You are not writing a novel, so there should be no surprises! By reading the introduction, the reader should know what you are going to argue and how you intend to make your case. For instance, the reader should know what your position on lying is from the very beginning and should not discover that you have a section on Pinckaers that was not mentioned in your introduction.
- In your introduction it can also be helpful to state your methodology, e.g., explain why you have chosen these steps in this order, why you will be quoting these works, etc.; and you should define your scope, i.e., what will you cover and what will you not cover. In addition, it would be ideal to show the relevance of the question you are treating in order to elicit the reader's interest, e.g., document current confusion and/or debate, recent magisterial pronouncements, or even personal experience regarding your topic. But this is less important than giving a complete overview.

- Similarly, your conclusion should contain no new arguments. All the arguments should already be made before your conclusion; your conclusion should only tie them together and perhaps draw out further implications. Your conclusion should review all of the major sections or arguments so as to demonstrate that you in fact did what you promised to do in the introduction.

### Authors' Names

- The first time you mention an author, use his full name. After that, just use his last name—unless you have a reason to use his full name. For instance, if you mention an author only once in chapter 1, the first time you mention him again in a later chapter, you might use his full name since the reader may well not recall the previous mention. Or if two authors in the same discussion have the same last name, it will be necessary to include the initial of the author's first name in every mention.

### “Which” versus “That” (*Turabian* 21.2.3, p. 297)

- According to American style, the relative pronoun “that” is used for restrictive clauses, that is, clauses where the noun phrase is necessary to uniquely identify the antecedent. “Which,” by contrast, is used for nonrestrictive clauses. Contrast the examples below:

The cars that are in the garage will be sold. (Which cars? We need the modifier “that are in the garage” in order to identify them.)

These electric cars, which are in the garage, will be sold. (We already know which cars, namely, these electric ones.)

- Notice that “that” does not call for commas, but “which” does.

## Commas

- The serial comma is to be used (*Turabian* 21.2.2, p. 296). That is, in a series, a comma should be included before the conjunction. Thus, it should be “We got lost on Monday, Tuesday, and Wednesday!” and not “We got lost on Monday, Tuesday and Wednesday!”
- Use commas for nonrestrictive appositives, that is, where the appositive is not needed to uniquely identify the antecedent, because it is coextensive with the antecedent (*Chicago Manual of Style* 6.23, p. 314). Think of it this way: commas are used when the information is extra, i.e., nonrestrictive or not necessary. See the examples below:

“My sister, Bernadette, survived cancer.” This indicates that I have only one sister, Bernadette, who survived cancer. The appositive is not needed to uniquely identify the antecedent.

“My sister Bernadette survived cancer.” This indicates that one of my sisters—the one named Bernadette—survived cancer. The appositive is needed to uniquely identify the antecedent.

“The machine succeeded in identifying all of the men, who have a Y chromosome.” This indicates that the machine succeeded in identifying all of the men by recognizing their Y chromosome. The appositive is not needed to uniquely the antecedent: all of the men had a Y chromosome.

“The machine succeeded in identifying all of the men who bought the explosives.” This indicates that the machine succeeded in identifying the men—among other men—who bought explosives. The appositive is needed to uniquely the antecedent.

In “Teachers[,] who have a difficult job[,] will be greatly rewarded,” use commas if you mean that all teachers have a

difficult job, and omit the commas if you mean to restrict the subject only to those teachers who have a difficult job.

- Use commas for nonrestrictive dependent clauses, that is, where the clause is not essential to the independent clause (Chicago Manual of Style 6.30, p. 317). Contrast the examples below:

“He was not fired, because they needed him.” (A comma is used, because the dependent clause does not form a single unit with the independent clause but adds an explanation.)

“He was not fired because he was dumb. He was fired because he was dishonest.” (Commas are not used, because the dependent clause forms a single unit with the independent clause.)

“They were certain that they would not be disqualified, because of their insider knowledge.” (This tells us that they were certain from their insider knowledge that they would not be disqualified. We don’t know from this sentence why they might have been disqualified.)

“They were certain that they would not be disqualified because of their insider knowledge.” (This tells us that they were certain that their insider knowledge would not cause them to be disqualified.)

- Consider the idiocy of using commas incorrectly in two of the examples above:

“He was not fired, because he was dumb.” (So, this company likes to keep dumb employees?)

“He was not fired because they needed him.” (So, he *was* fired—not because they needed him, but for some other reason?)

- A comma should be used between two independent clauses, as in the cases below:

We went to the beach, and the weather was fantastic!

We went to the beach, and we saw many crabs.

- A comma should not be used with a compound predicate, unless one of the clauses is complicated by length or conjunctions. See the example below:

We went to the beach and saw many crabs.

We went to the mountains, the beach, and the pool, and ate as much as we wanted.

### **Hyphens and Dashes** (*Turabian* 21.7, pp. 301-303)

- A hyphen (-) is used in compound words, inclusive numbers, and dates, e.g., “pay-as-you-go,” “pp. 14-21,” or “1996-2007.” An em-dash (—), originally named for being the width of an “M,” is used to set off text in a manner similar to but more prominently than commas or parentheses, as in the examples below. Dashes are especially helpful when the text set off is long and rich in commas or parentheses.

It should be considered that of the words pertaining to individuation—whether they be words of primary application, such as “person” or “hypostasis,” which signify the things themselves, or whether they be words of secondary application, such as “individual,” “supposit” or words of this kind, which signify the intention of individuality—certain of these pertain to the genus of substance alone, such as “supposit” and “hypostasis,” which are not predicated of accidents.



Regarding Aquinas' influential immediate predecessors—Albert the Great (1206-1280) and Bonaventure (1221-1274)—it is again clear that the Angelic Doctor was willing to disagree with authorities he respected.

- Notice that there are no spaces before or after hyphens or dashes. MS Word will convert two hyphens between two letters with no spaces into an em-dash and one hyphen between two letters with spaces to an en-dash; a hyphen with no spaces will be left a hyphen. In any case, use the correct punctuation; do not assume that Word will make the correct choice.

## Subheadings

- Turabian (6.2.4, p. 68) rightly recommends the use of subheadings for the sake of clarity, and she (A.2.2.4, p. 393) outlines a hierarchy of five levels of subheadings. Choose the best ones for your purpose from the four below.
- At the first level, use centered boldface with headline-style capitalization:

### **The Divine Missions**

- At the second level, use centered italics with headline-style capitalization:

### *The Divine Missions*

- At the third level, use flush left boldface with headline-style capitalization:

### **The Divine Missions**

- At the fourth level, use flush left italics with sentence-style capitalization:

### *The divine missions*

- Notice that the font size is not larger than the rest of the text. Leave two blank lines before the subheading and one blank line after it; do not end the subheading with a period. Never end a page with a subheading; the most common word processors have *keep with next* and *orphan control* parameters that you can select to prevent this automatically. It may be most efficient to define a different word processor style for each level.

### Quotations in Footnotes

- When you include quotations in footnotes, sources and page numbers are placed in parentheses and should be followed by a period—since you are now reduced to parenthetical citation (see Turabian 25.2.1.1, p. 348). Note the placement of the final period.
- This is correct:

<sup>23</sup>Aquinas affirms that “God’s existence, insofar as it is not self evident to us, is demonstrable through effects known to us” (*ST I*, q. 2, a. 2, corp.).

- This is incorrect:

<sup>23</sup>Aquinas affirms that “God’s existence, insofar as it is not self evident to us, is demonstrable through effects known to us.” (*ST I*, q. 2, a. 2, corp.)

- If you are quoting an English translation in the principal text and an original language in the footnotes, use this format:

Aquinas clarifies this in the *Sentences Commentary*:

Common spiration cannot be called a property simply, because it belongs to two persons; but it can be called a property relatively insofar as something is said to be proper to something. For it is proper to the Father and the Son with respect to the Holy Spirit.<sup>56</sup>

<sup>56</sup>I *Sent.*, d. 26, q. 2, a. 3, corp.: “Communis autem spiratio non potest dici proprietas simpliciter, quia convenit duabus personis; sed secundum quid, secundum quod aliquid dicitur esse proprium ad aliquid; est enim proprium Patris et Filii respectu Spiritus sancti.”

### *Common Mistakes to Avoid*

- Do not use fonts that will be illegible on other computers. For non-Roman alphabets, use UNICODE. For instance, for Greek, look here: <http://users.ox.ac.uk/~tayl0010/polytonic-greek-inputter.html>.)
- Use *shift + ctrl + space* instead of simply a space in order to prevent intra-spaced units, like a first and last name or “St. Thomas,” from being broken across a line.
- Use consistent line spacing between sections.
- Italicize the titles of books in your principal text.
- Italicize only the words that should be italicized and not punctuation or footnote reference numbers that happen to follow the word.
- According to Webster’s New World Dictionary and [www.dictionary.com](http://www.dictionary.com), “cf.” (an abbreviation for “confer”)

means “compare.” Therefore, if you mean “see Torrell, *Trinity*, 131” and not “compare with Torrell, *Trinity*, 131,” then use “see” and not “cf.”

- Do not weaken assertions with a superfluous, if not ridiculous, use of “necessarily,” as for instance in “Fort Totten is not necessarily the closest metro stop to the DHS.” So, most of the time it is not the closest stop, but sometimes it unexpectedly is? No.
- Because “incredible” and “incredibly” are incredibly overused and incredibly annoying, and they make one sound incredibly trite, banish them from your vocabulary for the rest of your life except where you actually mean “not credible” or “not credibly.” Instead use: terrific(ally), impressive(ly), overwhelming(ly), outrageous(ly), enormous(ly), etc.
- “With regards to” and “in regards to” are incorrect. Since there is one regard in question, it should be “with regard to” and “in regard to” (singular noun). “As regards” (singular verb) is correct.
- “There’s two possibilities” is incorrect. Because “possibilities” is plural, it should be “there are two possibilities.”
- Avoid fused participles, such as, “That led to Aquinas being recognized as the Common Doctor.” It didn’t lead to Aquinas; it led to his being recognized. Thus it should be, “That led to Aquinas’ being recognized as the Common Doctor.” And it should not be, “If you don’t mind me asking,” but rather, “If you don’t mind my asking.”
- Avoid redundancies such as “the other alternative.” Alternatives are always “the other.”

- Do not use “as such” to mean “thus,” since it does not. This is acceptable: “God is the efficient cause of creatures. As such, he must be prior to them.” This is incorrect: “Kasper makes repeated references to Aquinas in support of his argument. As such, this paper will present the thought of Aquinas on the divine attribute of mercy.”
- Be sure your antecedents are correct! Consider the pairs of incorrect and correct examples below:

Growing up in Alaska, the amount of snow I saw was amazing.  
(This says that the amount of snow grew up in Alaska.)

Growing up in Alaska, I saw an amazing amount of snow.

When someone sins mortally, they cut off the life of grace. (Since “someone” is singular, the pronoun must also be singular.)

When someone sins mortally, he cuts off the life of grace.

No one grieves for what is impossible or unavoidable, but the attainment of beatitude is impossible for the unbaptized, and they know that it is unavoidable on account of their loss of original justice.” (Here “it” refers to the attainment beatitude which is obviously not unavoidable for the unbaptized.)

No one grieves for what is impossible or unavoidable, but the attainment of beatitude is impossible for the unbaptized, and they know that this impossibility is unavoidable on account of their loss of original justice.”

The problem with Long’s understanding, as Jensen articulates it, is that he says the means are not intended and yet do give species to human actions. (The antecedent is not “Long” but “his understanding.”)

The problem with Long's understanding, as Jensen articulates it, is that it suggests that the means are not intended and yet do give species to human actions.

Jerome then compares the Letter to Philemon to the story of Joseph in Genesis, whose brothers' wrongfully sold him into slavery. (Here "whose" refers to "Genesis.")

Jerome then compares the Letter to Philemon to the Genesis story of Joseph, whose brothers' wrongfully sold him into slavery.

- Use parallel sentence structure. Consider the following pairs of correct and incorrect, or at least poorer, usage:

While Aquinas locates the formation of habitus in the repetition of similar actions, Bourdieu places it in the surrounding social environment.

While Aquinas locates the formation of habitus in the repetition of similar actions, Bourdieu's work provides an explanation for why the development of habitus is rooted in the surrounding social environment. (In the first clause, we have an author determining an opinion, but in the second clause, we have an author's work providing an explanation for the opinion he has determined.)

In the womb a child receives nourishment not on account of his own action, but that of his mother, and in baptism a child receives salvation not on account of his own action, but that of the Church.

In the womb a child receives nourishment not on account of his own action, but that of his mother, and in baptism a child receives salvation not on account of his own action, but on account of the Church's action. (While perfectly comprehensible, it is more coherent to use "that of" in the last phrase to make the construction parallel.)

The most recent decade has witnessed a shift in the understanding of sexual morality, profound changes in the family unit, the revision of marriage laws, and the introduction of gender identity having nothing necessarily to do with one's biological sex.

The most recent decade has witnessed a shift in the understanding of sexual morality, profound changes in the family unit, marriage in the public sphere, and introduced gender identity having nothing necessarily to do with one's biological sex. (Surely the author does not mean that unlike other decades this decade has witnessed marriage in the public sphere. It is also unlikely that the author means that this decade has witnessed *a shift in profound changes* in the family unit but rather that this decade has witnessed *profound changes* in the family unit. Thus, "the most recent decade has witnessed" is what is understood to apply repeatedly, without being repeated explicitly. That being the case, something like "the revision of" must be inserted before "marriage in the public sphere." "A shift" or "changes" cannot be distributed to "marriage" in this sentence as it is formulated here. Also "and" must be inserted before "[the revision of] marriage" since it is the last in the list. The correct version above offers a better choice than using a compound sentence. If you're writing is too complicated for you yourself to understand it, then your writing is simply too complicated and should be simplified. You will make a better impression with correct simple prose than with poorly structured complex sentences.)

- Do not use words indicating a contrast, such as "however" or "while," if you are not in fact making a contrast. This error often proves to be a problem of lack of coherent parallel structure, as in the second case of the pair below:

Thomas' thought on the plurality of the literal sense should not be a subject of controversy. However, in the 20<sup>th</sup> century there was a controversy over this point because of the interference of a faulty theory of language which was then dominant among practitioners of historical-critical exegesis.

Thomas' thought on the plurality of the literal sense should not be a subject of controversy. However, I observe that the controversy over the multiple literal sense in Thomas in the 20<sup>th</sup> century was most probably exacerbated by the interference of a faulty theory of language which was then dominant among practitioners of historical-critical exegesis. ("However" should be struck because these sentences do not offer a contrast: the author's act of observing is not opposed to the idea of not having a controversy; having a controversy is so opposed.)