

Table Design

The following examples of table design are based on the protocols defined in *The Southern Seminary Manual of Style*. Please refer to the style manual for detailed information on the design of tables, and the example tables (Table 1, Table 2, Table A1) that follow in this document.

Table 1. Table title inverted pyramid sentence style with no ending period single spaced 12 point font or 10 point minimum

Taxonomic classes according to Simpson	Frequency		Magnitude	
	<i>Goals</i>	<i>Readiness</i>	<i>Goals</i>	<i>Readiness</i>
Know	1.33	1.67	2.67	2.33
Understand	2.67	2.00	2.44	2.55
Apply	4.33	4.33	4.33	4.22
Analyze	1.33	1.00	1.78	1.96
Evaluate	1.33	1.67	2.33	2.22
Create	4.00	4.33	4.11	3.67

Note: Goals = MDiv goals; Readiness = readiness for ministry; notes are the legend or explanatory statement for a table, sentence style, with no ending punctuation; numbers in cells are right aligned and decimal aligned with equal number of decimal places; bold, underline, and colored text are not used for emphasis, but italic font may be used for category title within the table

Tables are preceded and followed by three blank lines, unlike two blank lines as with levels of heading. If two tables, two figures, or combination thereof follow one another without intervening text, three blank lines separate the two displays. One blank line separates the title of a table from the top of the table, and one blank line separates the optional table note from the table at the bottom of the table. Notes are centered if one line, but justified flush left if two or more lines.

Table cell borders are always a solid line, hairline width. Use borders on all sides of a cell except where data spans two cells and the interior border is not appropriate. Tables

are centered between the left and right margins horizontally. Tables also are centered between the top and bottom margins when filling a full page.

If a table would normally fit on less than one page, but remaining space does not allow for the table to fit on the page, move the table to the top of the next page. Note that this may create a series of tables and or figures back to back. Do not break a table smaller than one full page across two pages!

If a table is larger than one full page, continue the table on the next page, repeating the title with the longer “em” dash, the word “continued,” a period, and the title verbatim. The table note should be repeated on both pages.

Table 2. Table spanning more than one full page

Taxonomic classes according to Simpson	Frequency			Magnitude		
	<i>TARG</i>	<i>PERC</i>	<i>MEAS</i>	<i>TARG</i>	<i>PERC</i>	<i>MEAS</i>
<i>Course Old Testament X (OTx)</i>						
Know	3.67	3.69	4.67	4.56	3.91	4.67
Understand	3.67	2.72	4.33	3.45	3.11	3.67
Apply	4.67	2.88	2.67	3.67	3.63	3.11
Analyze	2.00	3.63	2.33	2.67	3.64	2.11
Evaluate	0.67	0.72	1.00	1.67	2.72	1.56
Create	0.33	2.09	0.00	1.44	3.32	1.22
<i>Course Old Testament Z (OTz)</i>						
Know	4.67	3.29	4.33	4.45	3.93	4.89
Understand	4.00	2.63	3.67	3.45	3.36	3.22
Apply	3.33	2.57	4.00	3.22	3.52	3.56
Analyze	1.67	3.54	1.67	1.89	4.01	2.00
Evaluate	0.33	2.69	0.00	1.67	3.70	1.22
Create	1.00	1.43	1.33	1.78	2.77	1.67

Note: TARG = targeted; PERC = perceived; MEAS = measured; all caps are used in category titles for which abbreviations are not easily discernable as full words

NOTE:

✓ "Continued" should be in italics.

Table 2—Continued. Table spanning more than one full page

Taxonomic classes according to Simpson	Frequency			Magnitude		
	TARG	PERC	MEAS	TARG	PERC	MEAS
<i>Old Testament Department Cumulative</i>						
Know	4.17	3.49	4.50	4.50	3.92	4.78
Understand	3.83	2.67	4.00	3.45	3.23	3.45
Apply	4.00	2.72	3.33	3.45	3.57	3.34
Analyze	1.83	3.58	2.00	2.28	3.82	2.06
Evaluate	0.83	2.39	0.00	1.56	3.51	1.22
Create	0.83	1.07	1.17	1.72	2.74	1.61
<i>Course New Testament X (NTx)</i>						
Know	3.67	3.69	4.67	4.56	3.91	4.67
Understand	3.67	2.72	4.33	3.45	3.11	3.67
Apply	4.67	2.88	2.67	3.67	3.63	3.11
Analyze	2.00	3.63	2.33	2.67	3.64	2.11
Evaluate	0.67	0.72	1.00	1.67	2.72	1.56
Create	0.33	2.09	0.00	1.44	3.32	1.22
<i>Course New Testament Z (NTz)</i>						
Know	4.67	3.29	4.33	4.45	3.93	4.89
Understand	4.00	2.63	3.67	3.45	3.36	3.22
Apply	3.33	2.57	4.00	3.22	3.52	3.56
Analyze	1.67	3.54	1.67	1.89	4.01	2.00
Evaluate	0.33	2.69	0.00	1.67	3.70	1.22
Create	1.00	1.43	1.33	1.78	2.77	1.67
<i>New Testament Department Cumulative</i>						
Know	4.17	3.49	4.50	4.50	3.92	4.78
Understand	3.83	2.67	4.00	3.45	3.23	3.45
Apply	4.00	2.72	3.33	3.45	3.57	3.34
Analyze	1.83	3.58	2.00	2.28	3.82	2.06
Evaluate	0.83	2.39	0.00	1.56	3.51	1.22
Create	0.83	1.07	1.17	1.72	2.74	1.61

Note: TARG = targeted; PERC = perceived; MEAS = measured; all caps are used in category titles for which abbreviations are not easily discernable as full words

To center a table appearing by itself on a page, such as in an Appendix (Table A1), use section breaks (next page type) in Word, and set the page setup vertical alignment to "center." At the very end of the very last line on the page, insert another section break (next page type), and then reset the page setup vertical alignment to "top." Do not add an

Table A1. Table title inverted pyramid sentence style with no ending period single spaced 12 point font or 10 point minimum

Demographic Questions and Response Distribution	Male <i>n</i> = 169	Female <i>n</i> = 11
<i>Student Status or Degree Being Pursued (%)</i>		
Special/Visiting Student	1.78	9.09
Certificate/Associates	1.18	9.09
MA/MRE	7.69	--
MDiv	88.76	81.82
ThM	0.59	--
Doctorate	0.59	--
<i>Highest Level of Full-Time Ministry Experience (%)</i>		
Less than 1 year	60.36	45.45
1 to 3 years	20.71	9.09
3 to 5 years	8.88	18.18
Over 5 years	10.06	27.27
<i>Highest Level of Previous Academic Training (%)</i>		
Bachelor's level	77.51	72.73
Master's level	18.93	27.27
Doctoral level	3.55	--
<i>Major in Previous Academic Training (%)</i>		
Philosophy, Religion, Theology	33.14	27.27
Education—General or Specialized	14.20	45.45
Social Sciences or Services, Psychology	4.14	9.09
Technology, Engineering, Hard Sciences	22.48	--
Business, Finance, Economics	14.20	--
Other Subject-Matter Areas	11.83	18.18

Note: When no data is obtained for a cell, use a double-dashed line to indicate no data rather than zeros—however, use zeros to indicate computed results in a distribution of data; use at least one leading zero before a decimal figure less than one; do not repeat % or \$ symbols in each cell, but indicate the symbol in the categorical title; row titles are sentence style but title style if a proper name

extra blank line after the very end of the very last line—doing so will throw off centering of the text and table on the page!

Figure Design

The following examples of figure design are based on the protocols defined in *The Southern Seminary Manual of Style*. Please refer to the style manual and the example figures (Figure 1 and Figure 2) that follow in this document.

The primary differences in the design of figures versus tables are 1) the placement of the title, 2) the absence of hairline borders; and 3) font face variations. Thus, for figures: place the title *below* the display rather than at the top of the display; do not include a hairline border around charts, graphs, pictures, diagrams, or instruments unless they are reproductions and part of the original document; and feel free to use font face variations in instrumentation but no smaller than 10 point. All other design requirements ascribed to tables apply to figures. Notes or legends are placed below the title of a figure with one blank line between the title and the note.

Figures consisting of charts and graphs that use fill colors and patterns should be tested to be sure that they are clearly distinct when printed in black and white. Figures consisting of pictures and diagrams should be lightened or darkened as necessary and tested for sharpness and clarity when printed in black in white.

Instrumentation designed for a study are displayed as figures, not as tables. Use the same margin settings and page number placement settings as required for the dissertation to ensure the instrumentation “figure” is not distorted or the layout changed when inserted into the document. If the instrumentation is not designed with the same margins and page number settings as your document, the instrument will need to be photocopied

and reduced or enlarged to fit the margins of your page—a much harder task than designing the instrumentation with those settings in mind.

Numbering and Referencing Tables and Figures

Every table and figure placed in the text is numbered separately starting with the number 1 for each type and given a title sentence style with no ending period centered at the top (tables) or bottom (figures). Numbering continues straight through all chapters. If the title is longer than the width of the table or figure, type it as two or more lines inverted pyramid style.

Tables or figures in appendices are numbered restarting with the number 1 for each type and prefixed with the letter “A” as in A1, A2, A3 and so on. Numbering continues straight through all appendices. When tables or figures appearing in appendices are referenced in the text, always include with the reference the appropriate appendix number such as “Table A3 in Appendix 1” or (see Figure A5 in Appendix 2).

All references to a table or figure must refer to the table or figure number, not its title or a phrase like “in the following table,” or “as seen in the next figure.” The reference may be in running text such as “In Table 5 . . .” or “In Figure 5,” or in parentheses as in (see Table A7 in Appendix 3) or (Figure 2). Note that “Table” and “Figure” are capitalized when referenced in the text as is Appendix. Use the full word “Figure” in the title of figures rather than the abbreviation “Fig.”

Note that chapters are numbered 1, 2, 3, etc. and appendices are also numbered beginning with 1, then 2, then 3, etc. Always parenthetically reference a table or figure before it appears in the document. A table should appear as close to its first reference in the text as possible.

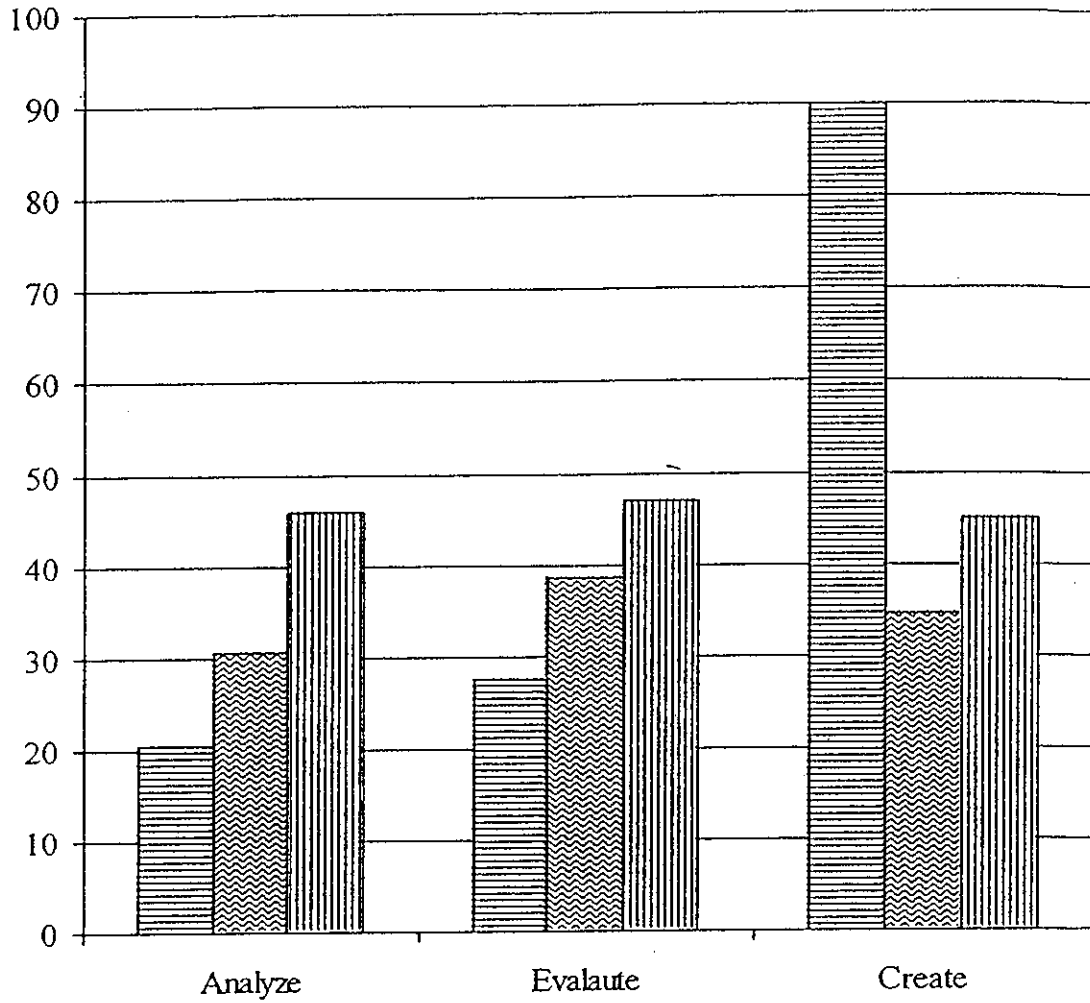


Figure 1. Figure adjoining a second display

Legend: Vertical lines = Juniors; Wavy lines = Middlers; Horizontal lines = Seniors

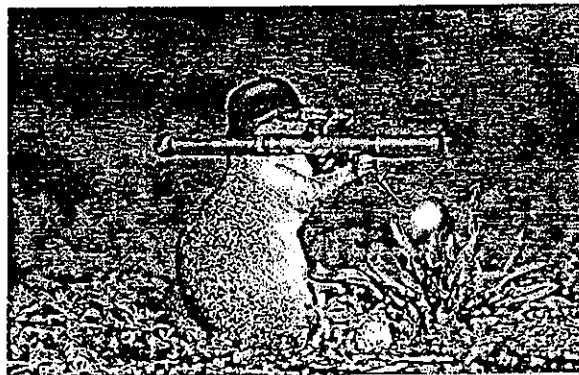


Figure 2. Doctoral student response to style requirements