

SOUTHWESTERN CHRISTIAN UNIVERSITY

FORM AND STYLE GUIDE
Utilizing the Turabian/Chicago Manual of Style

GRADUATE SCHOOL OF MINISTRY
2010



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PART 1 PURPOSE

The purpose of this guide is to assist the graduate student preparing to work on significant projects within their major. This guide supplies the specific requirements for academic work in the graduate program, provides practical tips on the mechanics of typing a formal paper, and the rules for using the Turabian/Chicago Manual of Style format.

How To Use This Guide

This guide has been designed to answer the questions a graduate student might have as they write their formal academic papers, and as they move on to their capstone work of the Ministry Application Project (MAP).

1. Read through it completely and note requirements for activities or processes you have not used before. Identify possible sources for assistance in mastery of these: Advisor, books, websites, Librarians, peers, etc.
2. Keep it handy as you write papers, utilize its checklists, and similar helps as you progress through your graduate level work.

PART 2 SCU SPECIFIC REQUIREMENTS

Style manuals such as Turabian provide choices of fonts, papers, et. Institutions specify certain requirements as a means of standardizing all student products, but most especially, the capstone work such as a major project, thesis, or dissertation. These are the formatting and style guidelines for the Graduate School of Ministry at Southwestern Christian University and they are based on the specifications for the capstone Ministry Application Project (MAP).

Paper	Good quality, white, unlined, 8 ½ x 11 in.; original copy
Font	12 pt. Ariel or 12 pt. Times New Roman. Ornamental scripts should be avoided and italics may only be used for quotations, words in another language or as directed in the Turabian Style Manual.(See Turabian, 316, 312, 354)
Margins	<p>Top: 1.25" Right: 1" Bottom: 1" Left 1.25" [These are especially vital if document is being bound] To insure that margins are correct: In Microsoft Word the student can go to "File" and then select "Page Setup".</p> <p>Once there, the following settings can be used to insure that margins are correct: Top= 1.4" Right= 1.1" Header = 1.3" Bottom=1.1" Left 1.3" Footer 1.1"</p> <p>Margins must be left justified. All manuscript materials must fit within these margin requirements (including tables, headers, footers, graphs, and page numbers). When using full-prints of images or photographs, the image area of the print must conform to the same margins as the text.</p>
Punctuation	After a period there be one space.
Pagination	<p>Each page, except the title page, should be numbered (center bottom, Arabic numbers).</p> <p>Exception: For the MAP the following standard will apply:</p> <ul style="list-style-type: none"> → Title page – No number (assume it is Roman numeral i) → Abstract Page – Page ii → Academic History – Page iii → Other preliminary pages as used (Dedication, acknowledgements, etc.) – Page iv (or iv and v) → Contents page – page v or vi (depending on prelim pages used) → The first page of the main body of the document is page # 1 and continues through the document, including bibliography, appendices, etc.
Footnotes	<p>There are two types of footnotes: "reference" and "content". Footnotes will be utilized at SCU. They must be placed at the bottom of the page to which they refer. Parenthetical footnotes are not allowed. Number footnotes consecutively as they occur.</p> <p>Sometimes there can be difficulty in footnotes moving from one page to the next. Is using MS Word click on the "Help" menu and search for "footnote moved to next page." Several solutions are presented for solving this issue. See Turabian 151-154 for footnote formatting.</p> <p>Spacing/Punctuation (Turabian, 142-145): Footnote Number – No space; assume a period and just begin where the cursor</p>

	<p>is located in the footnote. (.) – One space after a period.¹ (;) – One space after a semi-colon in note citations.</p> <p>Citation Styles Bibliography – A list of all sources used to frame your thinking, provide data, or information. May include items not actually used in the writing of the paper. Works Cited – A list of only sources actually used in the writing of the project. Footnotes – Citations appearing in sequential order at the bottom of the page; usually on the page linked to the sentence referring to the cited work. End Notes – A list of citations in numerical sequence appearing at the conclusion of the text. Font Size – For footnotes and bibliographies a 10 pt. font may be used.</p>
Justification	Left justification with a ragged right is the standard for graduate school projects.
Page length	<p>As directed by instructor (but expect a minimum of 10 pages for most major papers).</p> <p>The MAP project, for example, is to be a minimum of 50 pages for the main body of the paper (not including appendices).</p>
Binders	Fancy binders or folders are not needed. The pages need to be bound together securely, however, but not tight enough to damage the document. A binder clip is recommended. These can be found in many sizes at office supply stores.
Tabs	The default tab setting should be set at 0.5 inch.
Style, grammar	The work should reflect standard English, proper formal writing style, and good grammar. The work is expected to be as perfect as possible. “Proof” read the work numerous times after all revisions. Have someone else read it as well for all points of grammar, spelling, style, and clarity of meaning (see Turabian, 98-121).
Inclusive language	Avoid gender-specific language as much as possible.
Line spacing	The main elements of the project must be double-spaced. Footnotes, bibliographies, long quoted passages, appendices, and in tables may be single-spaced. See Turabian, 375.

¹ Marilyn A. Hudson . *Things I Wish I Learned Earlier*. (SCU Press: Bethany, 2009), 224.

PART 3

PRACTICAL TIPS ON MECHANICS

These tips are all based on Microsoft Word products. Students using other systems should consult the “Help” menu in your word processing system.

Setting Margins and Paper Sizes

1. Go to **File** menu, select **Page Setup**
2. Click on the **Margin** tab is it does not automatically open
3. Select **Margins**: Insert data from the instructions into the “Top”, “Bottom”, “Left”, and “Right” boxes.
4. Select “**Portrait**” as the paper orientation
5. Click on the paper tab.
6. Select **Letter** paper size.

This has now set your margins, paper orientation, and paper size.

Selecting and Setting the Default Font

“**Arial**” and “**Times New Roman**” are the specified fonts for the SCU Graduate Program. Of the two “**Arial**” is recommended due to the higher clarity of the letters, the ease of readability, and the quality of the final product.

1. Go to the **Format** menu and select **Font**.
2. Click on the font tab is it is not open.
3. In the Font box select front type you want to use : Arial or Times New Roman
4. **Font style** - select Regular
5. **Size** – select 12
6. Click **Default button** and OK; this sets the font, size, and type as the default for all word processing.

Setting Page Numbers

For larger projects requiring the use of both Roman Numbers (I, ii, iii, iv, v, etc.) for the “**Front Matter**” of the document. Save this portion as its own document. This will make the numbering of the pages (pagination) easier.

To insert the page numbers in the “Front Matter”

1. On the tool bar go to **Insert**, select from that menu **Page Numbers**.
2. In the Page Numbers box, under Position, select Bottom of the Page
3. Under Alignment, select Center
4. Do not put a check in the box in front of Show number on first page
5. Click format
6. In the page number format box,, select Arabic numbers (1,23)
7. Select Start at and insert the correct page number for the particular chapter of your work.
8. Click OK and then again OK

This should place numbers on the page in the center bottom of the page and numbering should start on the second page with ‘2’. Note: this is the specific SCU Graduate School specification as Turabian offers one of several possibilities. For standardization, however, this form will apply. (See page Turabian, 375-376)

Setting Line Spaces

The text for academic papers requires a double spaced format. Before you start typing the text, set the double spacing in your document.

1. Go to **Format** and select Paragraph
2. Click on the Indents and Spacing tab
3. In Line Spacing: select ‘double’ from the drop down menu
4. Click OK

Forgot to set the line spaces, etc.

In Microsoft Word it is easy and simple to correct such mistakes by doing the following:

1. Using the mouse highlight the text of the document by clicking on the mouse and then moving the cursor over the text (this will add a block color to the highlighted text)
2. Go to **Format** and select **Paragraph**
3. Click on the **Indents** and Spacing tab
4. In **Line Spacing**: select 'double' from the drop down menu
5. Click OK

“Widows and Orphans” (Stray lines on the top or bottom of a page)

To control these widow and orphan lines

Select the paragraphs where you want to control the 'widows and orphans

1. On the Format menu,
2. Click Paragraph, and then
3. Click the Line and Page Breaks tab.
4. Select the Widow/Orphan control check box

Keeping Tables Together

To avoid tables running or breaking across two pages:

1. Click the table.
2. On the Table menu
3. Click Table Properties
4. Click the Row tab.
5. Clear the Allow row to break across pages check box.

See also the “Help and How-To” section on the Microsoft Office webpage (<http://office.microsoft.com>) or use one of these books (you can find in a bookstore or library) and there are earlier versions. This book has the benefit of being visual and showing you what the screen looks like and where to find the item in question:

Microsoft Office 2007 Simplified. Visual Publications. 2007. **ISBN-13**: 978-0470045893

TURABIAN STYLE GUIDE

Any sources consulted when writing a research paper must be footnoted and also listed in a bibliography. Footnotes are numbered and are placed either at the bottom of the page or on a separate footnote sheet at the end of the essay. The bibliography is arranged alphabetically by the authors' last name or by the title if there is no author, and is attached as a separate sheet to the research paper.

Footnote form and bibliographic note form differ slightly. The headings on the left-hand side indicate what type of source is being noted; they are not part of the entry.

BOOKS [See pages 143-145]**Book, One Author:**

Bibliographic form:

Brass, Paul R. *The Production of Hindu-Muslim Violence in Contemporary India*. Seattle: University of Washington Press, 2003.

Footnote form:

1Paul R. Brass, *The Production of Hindu-Muslim Violence in Contemporary India* (Seattle: University of Washington Press, 2003), 32.

Book, Two or Three Authors:

Bibliographic form:

Siegel, Larry J. and Chris McCormick. *Criminology in Canada: Theories, Patterns and Typologies*. Toronto: Nelson Thomson Learning, 2003.

Footnote form:

2Larry J. Siegel and Chris McCormick, *Criminology in Canada: Theories, Patterns and Typologies* (Toronto: Nelson Thomson Learning, 2003), 46. Page 2 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05 r

Book by More Than Three Authors:

Bibliographic form: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey, eds. *Networks for Research and Education: Sharing of Computer and Information Resources Nationwide*. Cambridge: MIT Press, 1974.

Footnote form: 3Martin Greenberger et al., eds. *Networks for Research and Education: Sharing of Computer and Information Resources Nationwide* (Cambridge: MIT Press, 1974), 66.

Book, Editor or Compiler as “Author”:

Bibliographic form: Cahill, Kevin M., ed. *Basics of International Humanitarian Missions*. Bronx, N.Y.: Fordham University Press, 2003.

Footnote form: 4Kevin M. Cahill, ed., *Basics of International Humanitarian Missions* (Bronx, N.Y.: Fordham University Press, 2003), 129.

Component Part by One Author in a Work by Another

Bibliographic form: Martens, Katherine. “The Joys of Belly Dancing.” In *Dropped Threads: What We Aren’t Told*, ed. Carol Shields and Marjorie Anderson, 299-307. Toronto: Vintage Canada, 2001.

Footnote form: 5Katherine Martens, “The Joys of Belly Dancing,” in *Dropped Threads: What We Aren’t Told*, ed. Carol Shields and Marjorie Anderson (Toronto: Vintage Canada, 2001), 303.

ARTICLES**Journal Article:**

Bibliographic form: Fahri, Magda. “Counting the Costs of Living: Gender, Citizenship, and a Politics of Prices in 1940s Montreal.” *Canadian Historical Review* 83 (December 2002): 483-504.

Footnote form: 6Magda Fahri, "Counting the Costs of Living: Gender, Citizenship, and a Politics of Prices in 1940s Montreal," Canadian Historical Review 83 (December 2002): 484. Page 3 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05

Magazine Article:

Bibliographic form: Young, Cameron. "Wolves of the Rainforest." British Columbia Magazine, Winter 2002, 24-33.

Footnote form: 7Cameron Young, "Wolves of the Rainforest," British Columbia Magazine, Winter 2002, 26.

Newspaper Article:

Footnote form: 8Vaughn Palmer, "Dear Taxpayer: Here's Your Olympics Bill," Vancouver Sun, 14 June, 2002, A12.

*News items are rarely listed in a bibliography. A footnote or a parenthetical reference in the text is usually sufficient.

Book Review in a Journal

Bibliographic form: Smith, Dave. Review of One Chance to Deliver, by Joan Wright. New Perspectives 45 (September 1989): 214-223.

Footnote form: 9Dave Smith, review of One Chance to Deliver, by Joan Wright, New Perspectives 45 (September 1989): 216.

GOVERNMENT DOCUMENTS

The general format for government publications is as follows:

Issuing Agency. Title by author. Edition. Place: Publisher, Date. (Series elements – if any). (Notes including Doc number – if any).

Bibliographic form: BC Stats. A Guide to the BC Economy and Labor Market by Lillian Grace Hallin. Victoria, BC: BC Stats, 2001.

Footnote form: 10BC Stats, A Guide to the BC Economy and Labor Market by Lillian Grace Hallin, (Victoria, BC: BC Stats, 2001), 14. Page 4 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05

Bibliographic form: Smithsonian Institution. Oligocene Echinoids of North Carolina by Porter M. Kier. Washington: Smithsonian Institution Press, 1997. (Smithsonian Contributions to Paleobiology No. 83). (SI 1.30:83).

Footnote form: 11Smithsonian Institution, Oligocene Echinoids of North Carolina by Porter M. Kier, (Washington: Smithsonian Institution Press, 1997), 2. (Smithsonian Contributions to Paleobiology No. 83). (SI 1.30:83).

ENCYCLOPEDIA ARTICLES

(Unsigned):

Footnote form: 12Encyclopedia Britannica, 14th ed., s.v. "slang."

(Signed):

Footnote form: 13Rene Konig, "Comte, Auguste," in International Encyclopedia of the Social Sciences, 1968 ed.

• Well-known reference books are generally not listed in bibliographies.

SOUND RECORDING:

Bibliographic form: Madonna. "Papa Don't Preach." The Immaculate Collection. Sire Records, 1990. CD.

Footnote form: 14Madonna, "Papa Don't Preach," The Immaculate Collection, Sire Records, 1990, CD.

VIDEO RECORDING

Bibliographic form: Perlman, Itzak. Itzak Perlman: In My Case Music. Produced and directed by Tony DeNonno. 10 min. DeNonno Pix, 1985. Videocassette.

Footnote form: 15Itzak Periman: In My Case Music, prod. and dir. Tony DeNonno, 10 min., DeNonno Pix, 1985, videocassette. Page 5 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05

ELECTRONIC SOURCES

Articles from Periodical Databases on CD-Rom:

Examples

Bibliographic form: Author. "Title of Article." Title of Periodical volume, (Date): paging. Name of Database [medium]: producer [Access date].

Footnote form: 16Author, "Title of Article," Title of Periodical, volume, (Date): paging. Name of Database [medium]: producer [Access date].
Expanded Academic ASAP

Bibliographic form: Norred, Carol L. "Complementary and Alternative Medicine Use by Surgical Patients." AORN Journal 76 (December 2002): 1013 (9 pp). Expanded Academic ASAP [database on-line]: Gale Group [11 April 2003].

Footnote form: 17Carol L. Norred, "Complementary and Alternative Medicine Use by Surgical Patients," AORN Journal 76 (December 2002): 1013 (9 pp). Expanded Academic ASAP [database on-line]: Gale Group [11 April 2003].

ONLINE DATABASES/Academic Search Premier

Bibliographic form: Horrobin, David F. "Are Large Clinical Trials in Rapidly Lethal Diseases Usually Unethical?" Lancet 361 (February 2003): 695. Academic Search Premier [database on-line]: EBSCO [11 April 2003].

Footnote form: 18David F. Horrobin, "Are Large Clinical Trials in Rapidly Lethal Diseases Usually Unethical?" Lancet 361 (February 2003): 695. Academic Search Premier [database on-line]: EBSCO [11 April 2003]. Page 6 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05 f
CPI.Q

Bibliographic form: Etsten, Devarah. "Benefits of Yoga: Treating Mind and Body Helps Clients Recover from Addictions." Journal o Addiction and Mental Health 5 (March-April, 2002): 9. CPI.Q [database on-line]: Gale Group [11 April 2003].

Footnote form: 19Devarah Etsten, "Benefits of Yoga: Treating Mind and Body Helps Clients Recover from Addictions," Journal of Addiction and Mental Health 5 (March-April, 2002): 9. CPI.Q [database on-line]: Gale Group [11 April 2003].

Bibliographic form: Davidson, Barbara. "Convicted Survivors: The Imprisonment of Battered Women Who Kill." Violence Against Women 9 (January 2003): 130-135. Criminal Justice Periodicals [database on-line]: ProQuest Information and Learning [11 April 2003].

Footnote form: 21Barbara Davidson, "Convicted Survivors: The Imprisonment of Battered Women Who Kill," Violence Against Women 9 (January 2003): 130-135. Criminal Justice Periodicals [database on-line]: ProQuest Information and Learning [11 April 2003]. Page 7 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05

JSTOR

Bibliographic form: Heath, Jim F. "Domestic America during World War 11: Research Opportunities for Historians." The Journal of American History 58, no. 2 (1971): 384-414. JSTOR [database on-line]. 3 October 2005.

Footnote form: 24Jim F. Heath, "Domestic America during World War 11: Research Opportunities for Historians," The Journal of American History 58, no. 2 (1971): 384, JSTOR [database on-line], 3 October 2005. Page 8 Turabian Style Guide C:\Documents and Settings\michelsena\Local Settings\Temp\Turabian.doc JG/sw – Nov 05

ON-LINE JOURNAL

Bibliographic form: Mrozik, Susane. "The Value of Human Differences: South Asian Buddhist Contributions Toward an Embodied Virtue Theory." *Journal of Buddhist Ethics* 9 (2002). [e-journal]
<<http://jbe.gold.ac.uk/9/mrozik.html>> [11 April 2003].

Footnote form: 25Susane Mrozik, "The Value of Human Differences: South Asian Buddhist Contributions Toward an Embodied Virtue Theory," *Journal of Buddhist Ethics* 9 (2002), [e-journal]
<<http://jbe.gold.ac.uk/9/mrozik.html>> [11 April 2003].

WEB SITE

Bibliographic form: Parks Canada. Lower Fort Garry National Historic Site of Canada. 2003. [internet on-line]. Available from <http://www.parcscanada.gc.ca/lhn-hs/mb/fortgarry/index_E.asp> [11 April 2003].

Footnote form: 26Parks Canada. Lower Fort Garry National Historic Site of Canada, 2003, [internet on-line] Available from <http://www.parcscanada.gc.ca/lhn-hs/mb/fortgarry/index_E.asp> [11 April 2003].

For more complete information consult:


Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007. (REF LB 2369 T8 2007).

PART 5 CHICAGO STYLE CRIB SHEET

Abbreviations

Abbreviations--other than acronyms/initials--are rarely used in the text, other than in tables, figure captions, in notes and references, or within parentheses. Follow these general rules:

1. *Beginning a sentence.* Never begin a sentence with a lowercase abbreviation. Begin a sentence with an acronym only if there is no reasonable way to rewrite it.
2. *Traditional forms.* A number of traditional honorifics and initials continue to be used, such as *Mr., Mrs., Ms., Dr., A.M., Inc., Ltd.*, and *J. S. Bach, E. E. Cummings, C. S. Lewis.*
3. *Scholarly abbreviations.* Abbreviations such as *etc., e.g.,* and *i.e.* may only be used in parenthetical comments injected into your text. For example—"various authorities support this rule (e.g., the *Chicago Manual of Style* and the *APA Publication Manual*).” They are **not** used outside parentheses; spell them out. Instead, for *e.g.* (exempli gratia) use *for example*; for *etc.* (et cetera) use *and so forth*, for *i.e.* (id est) use *that is*.


 “Abbreviations should be used only in contexts where they are clear to readers. . . . Writers and editors should monitor the number of different abbreviations used in a document; readers trying to keep track of a large number of abbreviations, especially unfamiliar ones, will lose their way” (CMS 2003, 558).

Acronyms/Initialisms. When first used in the text, an acronym must be introduced. This is done by placing the acronym--or its source phrase--in parentheses, and thereafter using just the acronym.

1. The American Sociological Association (ASA) publishes several journals. The ASA also publishes a newsletter.
2. The CDC (Centers for Disease Control and Prevention in Atlanta, Georgia) monitors the nation for emerging infectious diseases. A special notification system was established by the CDC after the hantavirus outbreak in 1993.
3. *Plurals.* Write the plural form of an acronym without an apostrophe. For example, write “the Master of Business Administration (MBA) program is popular at the university because MBAs command high starting salaries.”

Geographical Terms: Places & States. “Within the text, spell out the names of countries, states, counties, provinces, territories, bodies of water, mountains, and the like” (Turabian 1996, 19). “In running text, the names of states, territories, possessions, [Canadian provinces and territories, and foreign countries] should always be spelled out” (CMS 2003, 566).

1. *Prefixes.* Most prefixes to places, such as *Fort, North, Port, South,* are spelled out in the text; as are suffixes such as *Peak* or *Fork*. Write: North Platte, Fort Collins, Port Huron, South Bend, Long’s Peak.
2. *Postal Abbreviations.* Use postal and other abbreviations for place names in *references and notes*. But spell out these, and other address abbreviations, in the text. Write: Martin Luther King Boulevard (not Martin Luther King Blvd.) William Bruce Randolph III Avenue (not W. B. Randolph Ave.), Monaco Parkway (not Monaco Pkwy.)
3. *Adjectives.* The abbreviation “U.S.” or “US” may be used as an adjective in running text, but not as a noun. Either form is acceptable, but be consistent throughout your text.

 “Abbreviations fully acceptable on envelopes and mailing labels should rarely be used in addresses in running text” (CMS 2003, 569).

Capitalization

Definitions. Capitalization may follow three forms: *full caps*, *heading caps*, or *sentence caps*. Full caps capitalizes every character of every word. These are used only in major headings. Headline or heading caps capitalize the first character of each word, subject to exceptions listed below.

Heading caps capitalize “the first and last words and all nouns, pronouns, adjectives, and subordinating conjunctions” (CMS 1993, 282). Also capitalize the first character after a colon in a title or heading. Otherwise, *do not capitalize*:

- Articles: *a, an, the*.
- Prepositions, including: *against, between, in, of*.
- Conjunctions: *and, but, for, nor, or, so, yet*.
- Infinitive: *to*.

Sentence caps capitalize the first word of a title or heading, the first word after a colon, and proper nouns.

Books and Articles. Titles of books and the names of journals always use heading caps in the text, titles of articles and documents generally do so too, and are placed in quotes.

Foreign titles. “The University of Chicago Press recommends following a simple rule: In any language but English capitalize only the words that would be capitalized in normal prose. For all the languages in question [all major European languages] this means capitalizing the first word of the title and of the subtitle and all proper nouns [sentence caps]” (CMS, 1993, 320).

Ethnic/Racial Groups. Generally the names of ethnic or racial groups are capitalized if they represent a geographical region or language group. For example, Hispanic, Asian, African American, Appalachian. The *Chicago Manual of Style* has additional examples (1993, 246-47).

1. *Generic terms.* “Designations based only on color, size, habitat, customs, or local usage are often lower cased” (CMS 1993, 247).
2. *White & Black.* It is appropriate to capitalize White and Black when referring to the American racial groups. “The term Black is now often capitalized as the widely accepted name of the dark-skinned group or groups of people originating in Africa” (CMS 1993, 247). As always, be consistent. Other color terms may have disparaging connotations: red, yellow, brown. Do not use these terms.
3. *Compound ethnics.* Do not hyphenate compound nationalities and ethnic or regional terms: *African American, Anglo German, Middle Eastern*.

Geographical Names. Capitalize place names when these terms are accepted as proper nouns. When a name applies to a well-recognized specific place, it should be capitalized as a proper noun.

1. *Geographical terms.* Lowercase “ terms for *abstract geographical measures*, such as equator, equatorial Africa, prime meridian, tropic of Cancer, west, east, south, north’ (CMS 1993, 247).
2. *Regions.* Capitalize *Central America*, but not central Europe, or central Asia. Capitalize *North Africa, West Africa, and East Africa*, but not western, eastern, central, or southern Africa. Capitalize *Midwest, West, South* or *Southwest*, but generally write westerner, midwesterner, southerner.
3. *Compounds.* “When a capitalized geographical term comprising more than one word is used as an adjective before a noun, the term should not be hyphenated, since there is no risk of misreading: Middle Eastern journey, North Atlantic fog, . . . , Gulf of Mexico oil spill” (CMS 1993, 248).

Internet Terminology. Usage in this area is frozen by the CMS publication cycle. Be consistent!

- *e-mail [email].* The hyphenated form is found in the AMA, APA, CMS, and MLA style manuals!
- *Web page [Web site].* “Web” is a proper noun in these terms (AMA, APA, CMS, MLA agree).

- *webmaster, web.* . . . Most other Web terms are spelled lowercased and closed (without a hyphen): *webcam, webcast, webhead, webmail, webzine*, etc. Some terms may be spelled open and *Web* capitalized in formal writing— *Web cam, Web cast, Web mail, Web TV*.


Compound Words

Compound words are two or more words that work together in a specified order. This order cannot be reversed or rearranged without destroying the compound word's meaning. A dictionary is the best guide to spelling and usage. If it is not in the dictionary it is not likely a hyphenated compound.

Full-time compound words are hyphenated whatever their role in a sentence—as an adjective or a noun. “The court-martial hearing is set for 1000 hours. The hearing will determine whether a court-martial is warranted.” *Court-martial* is a full-time compound word (as is “full-time”). Consult a dictionary.

Conditional compounds are hyphenated as **adjectives**, but not when used as nouns.

1. *Adjectival compound.* “The counselor suggested a *role-playing* technique to reduce the stress of encounters, but cautioned that *role playing* alone would not solve the problem.” *Role playing* is a compound adjective, but not a compound noun.
2. *Add a hyphen* to any prefix attached to a proper noun, capitalized abbreviation, or number. For example, the *post-Freudian* era, the *pre-1960s* civil rights movement, the *pro-HMO* lobby.
3. *Fractions.* “When . . . a fraction is considered a single quantity, it is hyphenated [whether it is used as a noun or as an adjective]. (CMS 2003, 383). *One-fourth* the audience was comprised of former refugees. A *two-thirds* majority was required to pass the initiative.
4. *Made-up compound.* A compound may be of the *made-up-for-the-occasion* variety: “The *up-to-date* figures were unadjusted.” But when these terms are used in the predicate they are not hyphenated: The compound word was *made up for the occasion*. “The unadjusted figures were *up to date*.”
5. *Serial compounds.* When two or more compound modifiers have a common base, this base is sometimes omitted in all but the last modifier, but the hyphens are retained. Long- and short-term memory, 2-, 3-, and 10-min trials.
6. Do not hyphenate a compound term using an adverb ending in *-ly*. “The *widely used* term was not yet in the dictionary. Such *clearly understood* terms are eventually documented if they endure.”

 **Avoid confusion!** A *re-creation* is not the same as *recreation*. A *fast* sailing ship is one designed for speed. A *fast-sailing* ship is one that made a fast passage (CMS 1993, 203).

Prefixes. Most common prefixes do not require a hyphen: *aftereffect, antifreeze, cofounder, Internet, microwave, oversight, preempt, reexamine, supermarket, unbiased, underground*. There are many exceptions. When in doubt check a dictionary. Note the following exceptions:

1. *Same two letters.* If the prefix puts the same two letters together, a hyphen is sometimes inserted. For example, write: anti-industrial, co-op, non-native, post-trial. But also write: cooperative, coordinate, nonnegotiable, overrate, overreach, overrule, reelect, unnamed.
2. *Superlatives-diminutives.* Some prefixes, *best-, better-, ill-, lesser-, little-, well-*, are hyphenated when they precede the noun they modify, but are not hyphenated when preceded by a modifier, or when used as a predicate adjective. The *ill-advised* attack failed, the strategy was *ill advised*.
3. *Weird terms.* If the prefix creates an unfamiliar or weird term, a hyphen may improve clarity, for example, *pro-ally, anti-college* instead of *proally, anticollege*.

The following prefixes always require a hyphen:

Prefix	Example	Prefix	Example	Prefix	Example
all-	all-powerful leader	great-	great-grandfather	self-	self-reliant individual
ever-	ever-faithful friend	half-	half-baked plan	still-	still-active volcano
ex-	ex-president	much-	much-loved pastor		

Emphasis: Italics & Quotation Marks

Italics and quotation marks are used in the text to highlight words, note and translate words in a language foreign to a reader, indicate irony (scare quotes), or mark words and letters that are referred to as words, not to the meaning they convey.

Special formatting is appropriate only the first time it is applied to a word a phrase. Thereafter, the word or phrase is presented in plain text unless clarity demands the continued use of italics.

Italics. "Good writers use italics for emphasis only as an occasional adjunct to efficient sentence structure. Overused, italics quickly lose their force. Seldom should as much as a sentence be italicized for emphasis, and never a whole passage" (CMS 2003, 290). *Add italics to a word or phrase only the first time it is used, thereafter use plain text.*

1. **Keywords.** Emphasize a keyword or phrase in your text by placing it in italics. The next time the term or phrase is used it should be in plain text.
2. **Titles.** The titles of books and the names of periodicals in your text and references.
3. **Words as words.** Words and letters that are referred to as words or letters are set in italics . For example, "the term *American Indian* is inclusive of over 500 ethnic communities."
4. **Foreign terms.** Non-English words or terms used in your text are set in italics. For example, "*Ya-te-hay* is a form of greeting in the Diné (Navajo) language." This practice excludes those words that have become incorporated in the English language, such as *laissez-faire*, or *arroyo*.

Quotation marks. Use quotation marks other than for quotes only in the following circumstances:

- "Place quotation marks around a word or phrase given in a special sense or purposefully misused" (Gibaldi 91). For example, The Population Council criticized the "outrageous" position of the Church on birth control. Chicago calls these "scare quotes."
- Use quotation marks to enclose a translation of a non-English term in your text. *Addis Ababa*, the name of the capital of Ethiopia, is literally translated "new flower."

Within quotations. Emphasis may be added to a word or phrase in a quotation by placing it in italics. When this is done the note [emphasis added] or [italics added] must be inserted in brackets at the end of the quotation (within the quotation marks), or if the emphasis comes at the end of the sentence, in parentheses outside the quotation marks.

Numbers


"Among the factors governing the choice between spelling out numbers and using numerals are whether the number is large or small, whether it is an approximation or an exact quantity, what kind of entity it stands for, and what context it appears in" (CMS 2003, 380). Precise measurements are always presented as numerals.

In nontechnical contexts, the following are spelled out: whole numbers from one through one hundred, round numbers, and any number beginning a sentence. For other numbers, numerals are used" (CMS 2003, 380).

1. **Round numbers.** By virtue of their rounding, these numbers are imprecise. They are written out. For example, write "The federal deficit was increased by two hundred billion dollars," or "San Francisco is about twelve hundred miles from Denver." But also write, "The race followed a straight course


from Denver to San Francisco, a distance of 1,255.6 miles.”

2. *Beginning a sentence.* When numbers or a date are required to open a sentence, write them out. For example: “One hundred five girls and sixteen boys tried out for the varsity soccer team.” If you can, rewrite the sentence so it does not begin with a number.
3. *Mixed numbers?* Do not mix numerals with written numbers when they refer to similar things. For example, write “Only 10 of the 150 tourists were willing to visit the city after the riot.” Do not write, “Only ten of the 150 tourists . . .”
4. *Mixed sets of numbers.* Sometimes two sets of numbers are embedded in a single sentence. For clarity, present one set written out, the other as numerals. For example, write “There were eighty-three contestants who dropped out before covering 50 miles, and one hundred thirty-five before covering 250 miles.”
5. *Numbers & units.* Generally, do not mix numbers that are spelled out with symbols, write out the term for the symbols as well. For example, write: the temperature was 45 °, or *forty-five degrees*; \$20 or *twenty dollars*. Chicago style makes an exception for percentages: it is OK to write 45 percent.
6. *Compound numbers.* Hyphenate compound numbers from twenty-one to ninety-nine, compounds with a number as the first element, and the written form of fractions.
7. *Ordinal numbers.* Follow the general rules as for other numbers. For example, write: “The window for applications was the third to twenty-third of August.” But use numerals with ordinal numbers above one hundred. For example, write: “Haile Sellassie I was the 225th Emperor of Ethiopia.”
8. *Centuries.* Write out references to centuries, the eighteenth century, the twenty-first century, in lower cased letters.

 **Revolution! New date format.** Chicago now recommends using the standard American format--Month Day, Year (e.g., April 1, 2004)--for all full dates, both in the text and in end/footnotes, references, and bibliographies (see CMS 2003, sec. 6.46). Prior to this edition, dates in references and notes were to be in universal or European format, Day Month Year (e.g., 21 August 2001). This rule has been superseded.

Quotations

Quotations must be placed in quotation marks or indented as a block quote. All quotations must include a citation, a note or parenthetical citation, referring the reader to the source document. As a matter of form quotations should flow with your text, and may be edited to do so.


 “It is impossible to overemphasize the importance of meticulous accuracy in quoting from the works of others” (CMS 2003, 445). Some changes are permitted:

1. *Added words.* Brackets are required to indicate material or emphasis added to a quote. For example: “They [the Irish Republican Army] initiated a cease fire.”
2. *Added emphasis.* Italics may be used to add emphasis to words or phrases within a quotation, or to the entire quotation. This is indicated by (1) adding a note immediately after the change in brackets, or (2) by appending a note to the end of the quote in parentheses. For example, write: “He *claimed* [emphasis added] he was innocent” or write: “He *claimed* he was innocent” (emphasis added).
3. *Foreign language.* “If you quote material in a foreign [sic] language, you must reproduce all accents and other marks exactly as they appear in the original (école, pietà, tête, leçon, Fähre, año)” (Gibaldi 2003, 80).
4. *Citation in original.* If you quote material that contains a citation to another work, Chicago style now allows you to ignore the citation.

Correct Errors. For an unusual word choice, concept, term, or spelling it may be appropriate to emphasize the original is being quoted faithfully. This is done by inserting the Latin term *sic* (thus), in italics or underlined, and in brackets within the quotation (but in parentheses at the end of a quote), immediately


following the term.

For example, write: "The ship struck an iceberg and floundered [*sic*], with the loss of all on board." Or write: "The ship struck an iceberg and floundered" (*sic*). Note, to *flounder* is to thrash about wildly. To *founder* is to fill with water and sink.

 "A verbally accurate quotation that contains minor factual or grammatical errors . . . does a disservice to readers and embarrasses the publisher. [Writers] who notice an error in a passage they wish to quote should paraphrase the original, eliminating the error" (CMS 2003, 445).

Block Quotations. Longer quotations are formatted as block quotes. Block quotes are continuously indented from the left margin the same distance as a paragraph indent. They are required with longer quotations, although what constitutes "longer" varies widely.

1. The Chicago manual advises that quotes of "a hundred words or more--or at least eight lines--are set off as a block quotation" (CMS 2003, 447).
2. The Turabian *Manual* requires you to "present a prose quotation of five lines or more as a block quotation," and that you "single-space a block quotation, and leave a blank line before and after it" (2007, 350).
3. The MLA *Handbook* advises using block quotes when the quotation runs to "more than four lines in your paper" (Gibaldi 1999, 81).
4. The APA *Publication Manual* instructs writers to "display a quotation of more than 40 words in a free-standing block of typewritten lines and omit the quotation marks" (1994, 95).

 The Chicago manual also advises that "where quotations are being compared or otherwise used as entities in themselves, it may be better to set them all as block quotations, however short" (2003, 447).

Permitted Changes to Quotations. "Although in a direct quotation the wording, spelling, capitalization, and internal punctuation of the original should be reproduced exactly, the following changes are generally permissible . . ." (CMS 2003, 447):

1. *Quotation marks.* Double quotes can be changed to single quotes, and vice versa, for merging the quote with the rest of the text.
2. *Initial capital.* If a capital letter begins a quote in the original, that letter should be changed to lowercase when run-in to your text, and vice versa (capitalize the first letter if the quote begins a sentence in your text, but is lowercased in the original). If it is essential to alert the reader to this change (e.g., to help them find the original quote), place the altered letter in brackets.
3. *Punctuation.* The final period in a quote may be changed to a comma (and vice versa) to merge with your text.
4. *References in quotes.* Chicago style allow reference citations in a quote to be omitted. And, in Chicago style, notes or references may be inserted into a quote. Most research styles do not allow this.
5. *Typographic errors.* Obvious typographical errors should be corrected, although archaic spellings in older works should generally be preserved unless it is made clear to the reader that the spelling has been updated.
6. *Emphasis in original.* If there are italics or bold font already in the original text for emphasis, then a note should added to let the reader know *the quote is faithful* [emphasis in original] to the original.

Editing Quotations. Three *ellipsis points* (periods with a single space before, between, and after each period) indicate material has been omitted within a sentence or at the end of a sentence. "The three-dot method is appropriate for most general works and many scholarly ones. . . Where necessary for fidelity to the original and ease of reading, these three may be preceded or followed--depending on where the omission occurs--by a comma, a semicolon, a question mark, or an exclamation point" (CMS 2003, 459).

For example, if the original text reads: "Man's capacities have never been measured; nor are we to judge of what he can do by any precedents, so little has been tried" (Thoreau 1979, 11), to assure clarity it may be edited to read:

1. *Original punctuation retained (semicolon) and deleted (comma before so).* The punctuation in the original, if any, is retained in the quote. "Man's capacities have never been measured; . . . so little has been tried" (Thoreau 1979, 11).
2. *Original punctuation retained.* "If other punctuation occurs immediately before a word that is preceded by ellipsis points, that punctuation mark is placed before the word, with the usual intervening space" (Turabian 1996, 80). "Man's capacities have never been measured; nor are we to judge of what he can do . . . , so little has been tried" (Thoreau 1979, 11). The phrase "by any precedents" has been omitted, but the comma after the phrase is retained.
3. *End of a sentence deleted.* When the quoted material ends in a complete sentence as edited it is not necessary to add ellipsis points even if the sentence continues in the original. "Man's capacities have never been measured; nor are we to judge of what he can do by any precedents" (Thoreau 1993, 11).

Ellipsis not required. "Ellipsis points are normally not used (1) before the first word of a quotation, even if the beginning of the original sentence has been omitted; or (2) after the last word of a quotation, even if the end of the original sentence has been omitted, unless the sentence as quoted [in the original] is deliberately incomplete" (CMS 2003, 459).

Chicago Page Formats

The *Chicago Manual of Style* is focused on book publishing, so it has few instructions to offer for formatting papers. [Turabian's Manual for Writers is the official guide to applying Chicago style to "term papers, theses, and dissertations."](#)

1. *Margins.* "Nearly all papers in the United States are produced on standard pages of 8½ X 11 inches. Leave a margin of at least one inch on all four edges of the page. For a thesis or dissertation intended to be bound, you may need to leave a larger margin on the left side" (Turabian 2007, 374).
2. *Fonts.* "Choose a . . . typeface designed for text, such as Times New Roman or Ariel, and use it throughout. . . . For most papers use at least ten-point and preferably twelve-point type [smaller font for footnotes, table titles, and figure captions]" (Turabian 2007, 374).
3. *Indents.* The standard indent is one-half inch. This applies to all indents: paragraphs, hanging indents in references, and block quotes. [Note Microsoft has an automatic setting for this]
4. *Paper.* A 20 pound or 24 pound, high brightness (80+), paper works best. Avoid photocopy or lighter papers (16 pound or less) and textured papers such as erasable bond.
5. *Justification.* "Set your word processor to left justify (with a 'ragged' right margin), and do not use its automated hyphenation feature" (Turabian 2007, 292). Only regular compound words should be hyphenated. Words hyphenated to wrap lines can be confusing, and are proscribed by research journals.
6. *Spacing.* "The text should be double-spaced except for block quotations, notes [and references], captions, and long headings [that wrap to two lines], which should be single spaced with a blank space between items" (Turabian 1996, 253). The latter is sometimes called block paragraph spacing.
7. *Page numbers* for each page beginning a major section of a paper (the first text page, bibliography, notes, appendix) are placed at the bottom center of the page three-quarters of an inch from the

page edge. Page numbers on other pages go in the upper right corner double spaced above the text.

8. *Page header.* "For a class paper, [you may] include your last name, the date of the paper, or a designation such as 'First Draft'" (Turabian 2007, 376). A short title is used in other styles .

Title & Text Page

Block paragraph spacing. "The text should be double-spaced except for block quotations, notes [and references], captions, and long headings [that wrap to two lines], which should be single spaced with a blank space between items" (Turabian 1996, 253; Turabian 2007, 375).

The title is placed one-third of the way down the title page. Proportion the author block below it. In the text, the title and major section headings begin a new page just below the top margin. The title page is not numbered, the first text page and first page of other major section are numbered bottom center, 3/4 inch from the bottom of the page (double-spaced below the text). Other pages are numbered at the top right in the margin space. The first text page is page one.

	<p style="text-align: center;">ELEMENTS OF CHICAGO STYLE: CENTER TITLE IN FULL CAPS</p> <p style="text-align: center;">Harold S. Potter Department of Alchemy Medieval Magic 101 April 1, 2008</p>		<p style="text-align: center;">ELEMENTS OF CHICAGO STYLE: CENTER TITLE IN FULL CAPS</p> <p style="text-align: center;">Introduction: First Level Heading</p> <p>The first text page is page one. The page number is centered, 3/4 inch from the bottom of the first text page, and the first note and reference pages. Number other pages top right. Page headers are optional in Turabian style. When writing a class paper format pages with (1) one-inch margins all around, (2) use block paragraph line spacing, and (3) number pages starting with the <i>first text page</i>.</p> <p>Second Level Heading</p> <p>Block format is required with longer quotes, five lines or more in your text. Single-space within block quotes, double-space before and after the quote. A smaller font is used for the footnote.</p> <p>This is a delicious evening, when the whole body is one sense, and imbibes delight through every pore. I go and come with a strange liberty in Nature, a part of herself. As I walk along the stony shore of the pond in my shirt-sleeves . . . all the elements are unusually congenial to me.¹</p> <p>Third-level heading. The third-level heading is called a <i>run-in</i> or <i>paragraph heading</i>. The heading is indented, in sentence caps and set in a bold font. It need not be a complete sentence, but must end with a punctuation mark.</p> <p>----- 1. Henry David Thoreau, <i>Walden</i> (New York: New American Library), 90. Footnotes are single-spaced within the margins.</p>
	<p>The page number is not shown on the first page. It is numbered with a lowercase letter, so the first text page is page 1.</p>		
			<p style="text-align: right;">1</p>

Footnotes

Footnotes must be placed, or at least must begin, on the page where they are referred to [indicated by a superscript numeral in the text]. The text and footnotes are separated by a short rule, or separator. If a footnote runs over to the following page, a separator should be inserted on that page. Each footnote must begin on a new line, indented the same amount as paragraphs in the text. Footnotes are usually single-spaced, with a blank line between notes.¹


Either of two styles may be followed in numbering footnotes. The simpler one is to use numerals on the line followed by a period, as in the first example. The older style is to use superscript numerals like footnote numbers in the text, without punctuation.² The Turabian *Manual* no longer uses this format. Be consistent!

¹ Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996), 254-5.

² Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996), 255.

Footnotes can create a bewildering maze for the reader to unravel. The use of cryptic phrases such as *ibid.*, *idem*, *op. cit.* and *loc. cit.* in a footnote refer a reader to a previous citation, anywhere in the text. As a consequence, "avoid all Latin citation terms except one--*ibid.*, from *ibidem* or "in the same place" (Turabian 2007, 155). Use this *only* when citing a page immediately after the first full reference and *only* if it falls on the same page as the first full reference. After the first full reference use a shortened reference in subsequent citations.

23. Turabian, *Manual for Writers*, 139.

 Clarity is required in research writing. Never confuse your reader. Add a bibliography to the paper when using footnotes. This allows the reader to readily find a source.

Headings & Lists


Headings. Three levels of subheadings are shown in the graphic. The main headings--the title, the heading for the endnotes, bibliography, or appendix--are presented in full caps, centered, in a bold font, dropped two inches from the top of the page (one inch below the margin). Subheadings are presented in a bold font, lower levels in italics as well.

Margins 1 inch around the page.	
MAIN TITLE CENTERED IN FULL CAPS	
Centered First-Level Heading: Headings Caps	
The Turabian <i>Manual</i> presents second-level heading in the same format as the one above, but without the bold font.	
Third-Level Side Head in Bold Heading Caps	
A fourth-level follows the same format as the third, without the bold font.	
Fifth-level run-in paragraph heading. The heading is set in a bold font and sentence caps, ending with a period. It need not be a complete sentence.	

Lists (Seriation, Enumeration). Chicago uses the term "lists" to refer to *enumeration*, or *seriation*. Seriation is the process of (1) listing a series of topics, (2) marked by numbers or letters in parentheses, (3) to delineate subjects that merit individual attention in the text. This paragraph gives an example of a *run-in list* in Chicago terminology or *sentence seriation* in a more traditional vocabulary.

Paragraph seriation. If each element in the series requires a separate paragraph, or is a complete sentence, these are set flush with the left margin with each paragraph indented and numbered; shorter sentences may be aligned as text blocks to the right of the number. An introductory clause or sentence ending with a colon typically introduces the series:

1. This form of seriation is useful in detailing and summarizing an argument, or perhaps the results of a research study.
2. Each element in the series may contribute to the general topic with extensive commentary.
3. But as a practical matter, this form of seriation is not particularly common in research papers. When the elements require this form of elaboration it is more common to set them under their own subheadings in the text, perhaps following seriation in a transition paragraph under a major heading by way of introduction.
4. *Lower level run-in heading?* The paragraph list format merges into that for the lowest level heading format. The two can readily be combined when a fourth level heading is needed.


 "Bullets (heavy dots • . . .) make good visual signposts in unnumbered lists but can lose their force if used too frequently" (CMS 2003, 272).

Bibliography & Tables

A bibliography is a nice touch to add to a paper documented with footnotes. It is a courtesy to the reader to recap your sources on one page and, perhaps, add additional references that were not cited in the text. You may indicate the contents with an appropriate title, such as, "Bibliography and Works Cited."

"**A table** offers an excellent means of presenting a large number of individual, similar facts so that they are easy to scan and compare. . . . A table should be as simple as the material allows and understandable on its own; even a reader unfamiliar with the material presented should be able to make general sense of a table. . . . A simple table can give information that would require several paragraphs to present textually, and it can do so more clearly. For excellent advice on table preparation, consult the *Publication Manual of the American Psychological Association*" (CMS 2003, 496).


Place the page number bottom center on pages beginning a major section.
<p>Bibliography</p> <p>Arendt, Hannah. <i>The Human Condition</i>. 1958. Reprint, Chicago: University of Chicago Press, 1998.</p> <p>Dumper, Michael. "Israeli Settlement in the Old City of Jerusalem." <i>Journal of Palestine Studies</i> 21, no. 4 (1992): 32-53.</p> <p>Friedman, Howard S., ed. <i>Personality and Disease</i>. New York: Wiley, 1990.</p> <p>Hemingway, Ernest. "The Big Two-Hearted River." In <i>The Nick Adams Stories</i>, ed. Philip Young, 159-180. New York: Bantam Books, 1973.</p> <p>Kelly, John D., and Martha Kaplan. "Ritual Studies." <i>Annual Review of Research in Anthropology</i> 19 (1990): 119-50.</p> <p>Kuhn, Thomas S. <i>The Structure of Scientific Revolutions</i>, 2nd ed. Chicago: University of Chicago Press, 1970.</p> <p>"Taking the Business Cycle's Pulse." <i>The Economist</i>, October 28, 1995, 89-90.</p> <p>University of Chicago Press. <i>The Chicago Manual of Style</i>. 15th ed. Chicago, IL: University of Chicago Press, 2003.</p> <p>Whitman, Walt. <i>Complete Poetry and Selected Prose</i>. Edited by James E. Miller Jr. 1855. Reprint, Boston: Houghton Mifflin Company, 1959.</p> <p>Wilson, Edward. O. "Back from Chaos." <i>Atlantic Monthly</i>, March 1998, 41-62.</p>
10

Latsname: Short Title 8																				
<p>Place tables and figures in your text close to where they are first discussed, numbered consecutively. Tables begin with a title; figures are followed by a caption.</p>																				
																				
<p>Figure 1. Mummy style sleeping bag, from Peter Crew, <i>Dictionary of Mountaineering</i> (Harrisburg, PA: Fred Kerner, 1968), 46.</p> <p>Tables are set flush with the left margin. The <i>Turabian Manual</i> shows the title in a bold font, smaller than the text font.</p> <p>Table 1. Homicides by Race of Victim: U.S. 1993</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Race</th> <th>Population^a</th> <th>Homicides</th> <th>Rate^b</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>29,986</td> <td>12,114</td> <td>40.5*</td> </tr> <tr> <td>White</td> <td>199,686</td> <td>12,153</td> <td>6.1</td> </tr> <tr> <td>Other</td> <td>19,038</td> <td>635</td> <td>3.3**</td> </tr> <tr> <td>Total</td> <td>248,710</td> <td>24,932</td> <td>10.0</td> </tr> </tbody> </table> <p>Source: Bureau of the Census, <i>Statistical Abstract of the United States: 1993</i> (Washington, DC: U.S. Government Printing Office, 1993).</p> <p>^aPopulation in 1000s. ^bRate per 100,000 persons.</p> <p>*$p < .05$, two-tailed test. **$p < .01$, two-tailed test.</p> <p>There are three kinds of notes that may be added to a table: (1) general notes giving the source, (2) specific notes or table footnotes noted with superscript letters, and (3) probability level notes.</p>	Race	Population ^a	Homicides	Rate ^b	Black	29,986	12,114	40.5*	White	199,686	12,153	6.1	Other	19,038	635	3.3**	Total	248,710	24,932	10.0
Race	Population ^a	Homicides	Rate ^b																	
Black	29,986	12,114	40.5*																	
White	199,686	12,153	6.1																	
Other	19,038	635	3.3**																	
Total	248,710	24,932	10.0																	

Number tables consecutively as they appear in your text. Center tables close in the text where they are first mentioned. If possible insert the table at the end of a paragraph. Do not split tables across two pages. If there is not enough room at the bottom of a page, continue your text and place the table at the top of the next page.

- Each table must have a label beginning with the table number and describing the contents. The label needs to inform the reader what the table presents (coefficients, means, percentages, rates, etc.), the time frame, and the coverage (e.g. United States, Illinois, Cook County, Chicago, South Side).
- Use block paragraph spacing for tables, single spacing within the label (heading), the table, and the notes; double spacing between these blocks.
- Each row and column must have a heading. Subheadings may be used to expand or clarify headings. Chicago style tables may use symbols in column headings, e.g., % or \$.
- If the contents of a table are drawn or adapted from a published source, note that as the first footnote to the table. Notes that apply to the table as a whole are not numbered or lettered.

- Add footnotes notes to explain the table contents. These are labeled “a, b, c, etc.”
- The last note at the bottom of the table is reserved for reporting levels of probability. Tradition dictates the use of asterisks to annotate statistics in the table, for example: $*p < .05$, $p < .01$, $***p < .001$.

 The more information is put in a table the harder it is to read. Readers rarely study tables. “An informative table supplements—it does not duplicate—the text” (APA 1994, 84).

Chicago Endnotes & Footnotes

Chicago Notes are arranged in the order cited. Notes are commonly single spaced. To indicate a citation in your text place a superscript number after punctuation, preferably at the end of a sentence, one citation only per sentence. Multiple references may be combined in the endnote or footnote. Do not note or cite headings, subheadings, or titles.

1. *Authors.* Give authors’ and editors’ full names in normal order. If there is no author use the title. List up to three co-authors to a work; four or more the first followed by et al. or and others (CMS 2003, secs. 17.28-17.30). Bibliographies list up to ten authors, then add et al.
2. *Multiple works* by the same author in different notes list the full reference. With a subsequent citation to the same source give the lead author, a short title. and page.
3. *Titles.* All titles require heading capitalization. Titles of journal papers, chapters in edited volumes or anthologies, reports, and newspaper articles are placed within quotes. Titles of books and the names of journals are placed in italics.
4. *Date.* Chicago style now prefers full dates American style, in month day, year format.
5. *Indent notes like a paragraph or with a full indent like this list.*
6. *Electronic sources* are referenced like their print counterparts, with an added URL. Electronic sources on media other than the Internet require a note to that effect. The optional access date is placed in parentheses after the URL See the example in the list below.

Authors - Books - Compilations

One to Three Authors - Reprint

1. Pierre Bourdieu and Jean-Claude Passeron, *Reproduction in Education, Society, and Culture* (London: Sage, 1977), 123.

2. Hannah Arendt, *The Human Condition* (Chicago: University of Chicago Press, 1958; reprint, Chicago: University of Chicago Press, 1998), 123.

Diana Hacker, *Research and Documentation in the Electronic Age* (Boston: Bedford Books, 1997). <http://www.bedfordbooks.com/> (October 8, 1998).

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995), 123.

Four to Ten Authors

Howard Schuman and others, *Racial Attitudes in America: Trends and Interpretations*, rev. ed. (Cambridge, MA: Harvard University Press, 1997).

Corporate Author

Congressional Budget Office, *Changes in Living Arrangements of the Elderly: 1960-2030* (Washington, DC: U.S. Government Printing Office, 1988).

Editor as Author

Howard S. Friedman, ed., *Personality and Disease* (New York: Wiley, 1990).

Anthology - Compilation - Edited Book

Walt Whitman, *Complete Poetry and Selected Prose*, ed. James E. Miller, Jr. (Boston: Houghton Mifflin Company, 1959).

Ernest Hemingway, "The Big Two-Hearted River," in *The Nick Adams Stories*, ed. Philip Young (New York: Bantam Books, 1973), 159-180.

Edition Other Than the First

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 2nd ed. (Chicago: University of Chicago Press, 1970).

Translation

Nikos Kazantzakis, *Zorba the Greek*, trans. Carl Wildman (New York: Simon & Schuster, 1952).

Journals & Newspapers

Annual Review

John D. Kelly and Martha Kaplan, "Ritual Studies," *Annual Review of Research in Anthropology* 19 (1990): 119-50.

Journal Article (Paged by Volume)

Michael Dietler, "'Our Ancestors the Gauls': Archaeology, Ethnic Nationalism, and the Manipulation of Celtic Identity in Modern Europe," *American Anthropologist* 96 (1994): 584-605.

Journal Article (Paged by Volume)

Mark Wheelis, "Biological Warfare at the 1346 Siege of Caffa," *Emerging Infectious Diseases* 8, no. 9 (September 2002): 971-975, <http://www.cdc.gov/ncidod/eid/vol8no9/> (December 9, 2003).

Journal Paged by Issue

Michael Dumper, "Israeli Settlement in the Old City of Jerusalem," *Journal of Palestine Studies* 21, no. 4 (1992): 32-53.

Magazine Articles (No Author)

Edward O. Wilson, "Back from Chaos," *Atlantic Monthly*, March 1998, 41-62.

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Chicago Style is the style of formatting books and research papers documented in the *Chicago Manual of Style* (CMS), 2003, and Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*, 2007 (both published by the University of Chicago Press). While reference is sometimes made to a "Turabian style," this is simply the Chicago style applied to research papers. It is based on the most recent (15th) edition of the *Chicago Manual of Style* (2003), and has been revised and expanded fall 2007. © Copyright 2007 by Dr. Abel Scribe PhD. <http://www.docstyles.com/cmscrib.htm#top>

PART 6 PRACTICAL TIPS ON WRITING

The Deadline Looms for a paper and you want:

- To get the paper done, over, out of the way
- To get a good grade

Major mistakes of first time paper writers:

- The paper is far too general in content, i.e., '*everything about MINISTRY.*'
- The paper is a 'rough draft' turned in for a final grade; has no revisions, corrections, rewrites, etc.
- The writer (you the student) did not spend enough time reading in many different sources (books, periodicals, and the Internet)
- The writer did not spend enough time thinking about their subject,

Your Instructor Wants:

- A paper that asks a **question** related to the subject of the class. Instead of 'Everything about Farming' the writer has read and thought about the subject enough to ask some questions, such as, *Who were the first famers? How did the plow develop? How did industrialization impact the small or rural farmers? Why did the efforts at using bio fuels face such difficulty in the recent past? What are some of the challenges for modern farmers in a global economy? How can farmer X identify problem Y and implement solution W?*
- A paper that reflects some thought and attention to the subject. The writer starts out with the question "How did the plow develop?", but after reading and research even this is a little too broad. So, question is revised to read, "How did the iron plow develop?" and the statement becomes "The first plows were developed by the inhabitants of ancient China during the Ha dynasty."
- A paper that takes that question and flips it around into a **clear declarative sentence forming a thesis statement.**
- A paper that shows a wide range of reading in the process of trying to answer the basic question of your paper. *Author X may be smart but what do others have to say? Who agrees? Who disagrees and why?*
- A paper that reflects care as to spelling, formatting, and content.
- A paper that shows care in citing properly all borrowed information and a properly formatted list of works cited. (see Turabian)

ESSAYS & SHORTER PAPER FORMAT

The following is the basic criteria of how a research paper should be written according to the Turabian Style Manual, 7th ed..

BODY STYLE

- 1" margins on all sides, including the work cited page
- Double spaced lines
- 12 point font in the Ariel or Times New Roman font style
- All papers should be a minimum 150-200 words (3 to 4 ½ pages) in length unless the instructor has specified differently
- Paper **MUST** be written in the Third Person (do not use First Person: I, we, my, our, me; do not use Second Person: you or your)
- Do not use slang
- Do not use contractions (aren't, don't, or the like)

WORK CITED (also known as a Bibliography)

- All sources used to inform your paper must be included on the citation page
- Do not cite something that was not used in the paper or did not influence your thinking

- If you quote, summarize, or paraphrase you **MUST** cite what source you pulled the information from using the proper footnotes, and note styles.
- Quotes more than three (3) lines should be single spaced and indented on both right and left margins
- Quotes should only be used if: the author has said something unique or complex, the author has used a turn of phrase so outstanding that it will enrich the readers understanding and appreciation, or the quote is information that must be used in exact form.
- Quotes over three lines should be **RARELY** used in a 1-5 page paper.
- If internet sources are used, they should be from a credible site and author. Be advised the instructor will check all internet sources cited. Learn how to evaluate a website.
- Your goal is to learn to recognize, locate, and utilize a broad range of information sources: books, newspapers, journals, interviews, documentaries, and web sites.
- Papers that do not reflect this broad use of resources will be subject to grade reduction

<p>GRADING YOUR ESSAY – THE RUBRIC TO BE USED</p> <p>In most cases an instructor assigns an essay a specific number of points and takes away points based on the quality of the work submitted. This rubric contains the standard elements instructors use in judging the quality of written work. Use this as a means of checking your work to insure you have done the best possible work on your project.</p>
<p>PAPER FOLLOWS ASSIGNMENT</p> <ul style="list-style-type: none"> • It is formatted correctly • It is the required length • It is written about a topic related to the course • It is presented or turned in on time
<p>PAPER HAS A THESIS OR THEME STATEMENT</p> <ul style="list-style-type: none"> • The paper reflects a cohesive theme or addresses a specific issue or question • The paper follows this through the paper
<p>PAPER HAS PROPERLY CONSTRUCTED SENTENCES AND PARAGRAPHS</p> <ul style="list-style-type: none"> • Sentences in the paragraph support the paragraph • Paragraphs flow smoothly into one another
<p>PAPER IS LOGICAL AND HAS EVIDENCE TO SUPPORT THESIS</p> <ul style="list-style-type: none"> • The paper reflects thought about the subject • The paper reflects research has gone into the preparation of the paper • The paper reflects higher level thinking skills have been used • The paper reflects some level of synthesis in the students thinking
<p>PAPER WRITTEN USING GOOD GRAMMAR (PUNCTUATION, PRONOUN USE, ETC.)</p> <ul style="list-style-type: none"> • The paper is relatively free of common spelling errors • The paper reveals correct sentence mechanics • The paper reveals correct punctuation and grammar
<p>YOU HAVE CORRECTLY SITED SOURCE OF YOUR INFORMATION IN THE TEXT AND IN A BIBLIOGRAPHY</p> <ul style="list-style-type: none"> • The citations follow standard academic practices • The citations adhere to the Turabian/Chicago Manual of Style format • The citations are consistent and complete.
<p>Areas identified for improvement or correction</p>

TIPS FOR PAPERS

CHECKLIST (Use before turning in a paper)

- I have a Works Cited page
- I used the proper formatting and style for the citations
- I have cited all the resources I used in the body of my paper
- I have cited all the resources that informed my thinking in a significant manner
- I have met the minimum number of sources needed (rule of thumb : 1-5 pages is 2 to 5 sources; 5-15 pages is 5-10; 16-25 is 10 to 30 sources, etc.)
- I have met the minimum page requirement for the assignment
- I have double spaced the paper
- I have written the paper in Ariel or Times New Roman, using a 12 pt. font
- My introduction sparks the reader's attention and introduces the main idea (thesis)
- My main idea (thesis statement) summarizes the entire paper in one sentence
- My paper develops logically from beginning to end
- My conclusion restates the main idea of the paper
- I have written the paper in Third Person
- I have had two people proof read my paper
- I have rewritten and made corrections to my paper
- I have all the required topics in my paper
- I have included my own thinking and opinions in the paper
- I have used the ideas and words of others ethically