

# Chicago Documentation

The Chicago Manual of Style (CMS) is a style guide used most often by publishing professionals in the arts and humanities. In *A Manual for Writers of Research Papers, Theses, and Dissertations*, Kate L. Turabian has clarified CMS guidelines for specific usage by students and researchers. This handout presents her footnote and bibliography style recommendations. Professor preferences regarding page layout can vary, so be sure to check with your professor to confirm expectations regarding page layout and formatting.

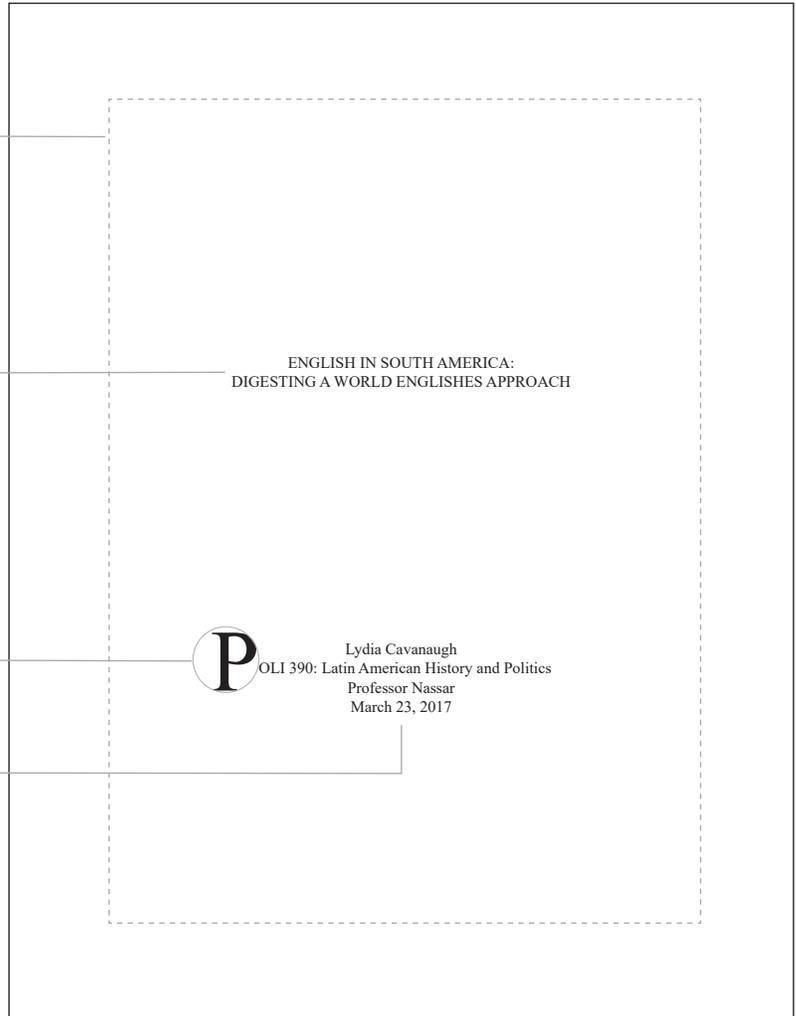
## Formatting a Paper

Use 1-inch margins around the paper.

Begin any subtitle on a new line.

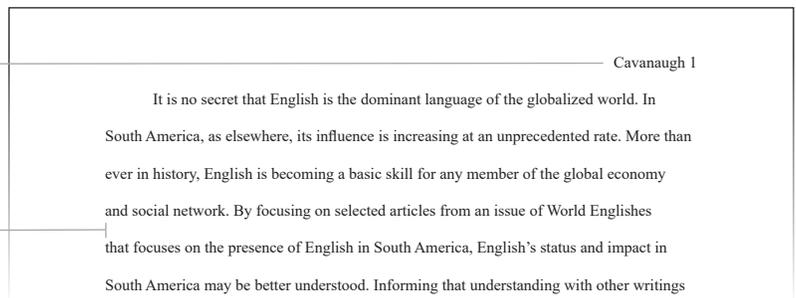
Use an academic 12-point font.

Include your name, course, professor, and date submitted.



Include a header with your last name and the page number in the top right corner of every page, except the title page. Do not include "page", "p.", or any punctuation.

Double-space your document throughout (except in footnotes, as shown in the next section).



## Footnote citations

In CMS usage as presented by Turabian for academic writing, footnotes or endnotes are used rather than in-text citations, such as are found in MLA and APA. Our examples here are footnotes, but endnotes are essentially the same; they just appear on a new page at the end of the paper rather than at the bottom of each page.

- 1 author** Jill E. Bean, *Landscape Architecture 101* (San Luis Obispo: Conrad Press, 2013), 5.
- 2+ authors** Gregory Cole and Garrett Tannerson, *Evaluating Popular Music: Tastes and Trends* (San Diego: Green Room Press, 2011), 974.
- edited compilation (no primary author)** Luke Cavanaugh, ed., *Filmmaking in the United States* (Los Angeles: Flip Press, 2002), 12.
- chapter in an edited compilation** Frank Hawkins, "The Early History of the Roman Rites of Ordination," in *The Study of Liturgy*, rev. ed., ed. Cheslyn Jones et al. (New York: Oxford University Press, 1993), 363.
- journal article** Lisa J. Kiser, "Silencing the Lambs: Economics, Ethics, and Animal Life in Medieval Franciscan Hagiography," *Modern Philology* 108, no. 3 (February 2011): 326, accessed September 18, 2011, <http://dx.doi.org/10.1086/658052>.
- secondary source** Chase Christenson and Nicolas Blaise, "Uprisings in Bosnia," Varsity Press, 1995, quoted in Gregory Shannon, *Pursuing Peace: Social and Political Tensions in the 21st Century* (New York: G & S Press, 2003), 11.
- Individually titled volume in a multivolume work (e.g. a commentary on the Bible)** Bruce W. Winter and Andrew D. Clarke, eds., *The Book of Acts in Its Ancient Literary Setting, vol. 1, The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter (Grand Rapids: Eerdmans, 1993), 205.
- Entry in a specialized reference work (e.g. a theological dictionary)** Krister Stendahl, "Biblical Theology, Contemporary," in *The Interpreter's Dictionary of the Bible*, ed. G. A. Buttrick (Nashville: Abigdon, 1962), 1:57.
- website with no known author** "On Haiti and Africa," Free Methodist World Missions, last modified January 17, 2018, accessed March 22, 2018, <http://fmcusa.org/fmmissions/on-haiti-and-africa/>
- government document** U.S. Department of State, *2013 Tax Policies in California*, Washington, DC: GPO, 2012, 432.
- Bible** Matt. 20:5-7 (New International Version).

## Citing the Bible

The first time you cite the Bible, your footnote must include an abbreviated form of the book title, chapter, and verse, followed by the name of the translation in parentheses. For example:

<sup>1</sup> 1 Thess. 4:11 (New Revised Standard Version).

If subsequent references come from the same version of the Bible, include only the abbreviated book, chapter, and verse in the subsequent footnotes. For example:

<sup>2</sup> Eph. 6:10-17.

If you cite multiple translations of the Bible in a single paper, then give the full, unabbreviated name of the translation the first time you cite it, and give the abbreviated name in subsequent citations. For example:

<sup>3</sup> Exod. 32:14 (NRSV).

Do not include biblical references in the bibliography (unless required by your professor).

Please see the Writing Center's handout, "Citing the Bible," for a full list of abbreviated titles of the books of the Bible.

## Formatting footnotes

The first time a source is quoted in a paper, its citation will be **complete**—even including the author's first name.

**Subsequent** citations of a given source will use a **shortened** format. Simply cite **the author(s)' surname(s), a shortened form of the title, and page(s)** from which the information was taken.

When a source is cited **twice** (or more) **in a row** on the **same page of your paper**, use the shortened citation described above, unless your professor instructs you to use the Latin abbreviation, "Ibid." If the Ibid. citation refers to a different page of the source, include that page number.

since since Britain and the United States began to invest extensively in South America in the 1800's and 1900's respectively. These investments followed a "unilateral will" oriented toward "specific economic, political, and cultural interests."<sup>13</sup> Like developing countries today, these nations had no viable alternative to opening themselves to international trade.<sup>14</sup> It is no secret that these investments and the neocolonial economic strategies behind them have led

<sup>10</sup> Kanavillil Rajagopalan, "The Ambivalent Role of English in Brazilian Politics," *World Englishes* 22, no. 2 (2003): 97.

<sup>11</sup> Hilario I. Bohn, "The Educational Role and Status of English in Brazil," *World Englishes* 22, no. 2 (2003): 162.

<sup>12</sup> Rajagopalan, "The Ambivalent Role," 98.

<sup>13</sup> Paul Maersk Nielsen, "English in Argentina: A Sociolinguistic Profile," *World Englishes* 22, no. 2 (2003): 199.

<sup>14</sup> Nielsen, "English in Argentina," 197.

## Paraphrasing

Paraphrasing is taking an idea from another author and rewording it—this usually means condensing the author's argument. Paraphrasing is often recommended over direct quoting because it demonstrates you understand the content well enough that you can explain it to someone else in your own words.

### Original wording:

*"In many locations in the capital city of Buenos Aires, English-Spanish bilingual schools expose children to English on a limited basis beginning at age three. Then English is used as a medium of instruction and is part of the curriculum from age five."*

Many bilingual schools in Buenos Aires expose students to English at age three; it is a language of instruction from age five.<sup>39</sup>

or

According to Friedrich, many bilingual schools in Buenos Aires expose students to English at age three; it is a language of instruction from age five.<sup>39</sup>

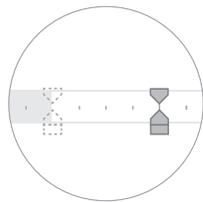
# Direct Quotations

Although paraphrasing is a smooth and fluid way to incorporate borrowed information, direct quotations can be useful if the author’s original words are just too good not to use. Here are a few quotation methods:

As Rajagopalan asserts, “A working command of the language is often stipulated as a prerequisite for most white collar jobs (and some blue collar ones as well).”<sup>53</sup>

or

In South America on the whole, a “working command” of English is increasingly mentioned as “a prerequisite for most white collar jobs (and some blue collar ones as well).”<sup>53</sup>



If a quotation is **more than five lines**, begin the quotation on a new line 0.5” (one tab) from the margin.

Keep the entire quotation aligned (unless you need to indicate a paragraph break) and single spaced (with an extra space before and after the quote). You do not need quotation marks; setting the text apart tells your reader it is a quote.

This is called a **block quote**.

Faced with the fragile implications of English’s unprecedented power as the dominant lingua franca of the globalized world, Friedrich concludes:

With the growing concern for issues regarding the linguistic imperialism in the 1990’s, a central question both in the literature and for instructors had become whether or not to teach English. This in my view is not the question at all. Rather it is how to do it so as to empower students. By this I mean that awareness raising and culturally relevant material need to be included in the language teaching curriculum if teaching practice is to be relevant and useful to particular audiences.<sup>24</sup>

Indeed, if English will continue to dominate the global linguistic arena, the option is not between teaching it and not teaching it. The choice is about how to teach it responsibly, and in a way that affirms the validity of Expanding and Outer circle varieties in order to further

# Bibliography

The bibliography is a list of full publication information for every source you reference in the text.

Do not indent the first line of an entry. If the citation exceeds one line, tab every subsequent line over by 0.5 inches by adjusting the **hanging indent** slider on the ruler at the top of your word processor.

Citations should be alphabetized by the first-listed author’s last name or, if no author is available, by title. All entries should be single-spaced, with double spacing between entries.

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Bibliography

Berns, Margie and Patricia Friedrich. “Introduction: English in South America, the Other Forgotten Continent.” *World Englishes* 22, no. 2 (2003): 83-90.

Friedrich, Patricia. “English in Argentina: Attitudes of MBA Students.” *World Englishes* 22, no. 2 (2003): 173-84.

Kachru, Braj B. *The Other Tongue: English Across Cultures*. 2nd ed. Urbana, IL: University of Illinois Press, 1992.

Menezes Jordão, Clarissa. “English as a Foreign Language, Globalisation and Conceptual Questioning.” *Globalisation, Societies and Education* 7, no. 1 (2009): 95-107

See examples on the following page.

# books

- 1 author** Bean, Jill E. *Landscape Architecture 101*. San Luis Obispo: Conrad Press, 2013.
- 2 or 3 authors** Cole, Gregory, and Garrett Tannerson. *Evaluating Popular Music: Tastes and Trends*. San Diego: Green Room Press, 2011.
- 4+ authors** Nat Nathans et al., *Walt Disney: An American Icon*. Anaheim: Disney Press, 2014.
- with an editor** Brontë, Emily. *Wuthering Heights*. Edited by Richard J. Dunn. New York: W.W. Norton & Company, 2003.
- with an editor (no primary author)** Ryan, Luke, ed. *Filmmaking in the United States*. Los Angeles: Flip Press, 2002.
- chapter in an edited compilation** Hawkins, Frank. "The Early History of the Roman Rites of Ordination." In *The Study of Liturgy*, rev. ed., edited by Cheslyn Jones, Geoffrey Wainwright, Edward Yarnold, SJ, and Paul Bradshaw, 362-365. New York: Oxford University Press, 1993.
- Individually titled volume in a multivolume work (e.g. a commentary on the Bible)** Winter, Bruce W. and Andrew D. Clarke, eds. *The Book of Acts in Its Ancient Literary Setting*. Vol. 1 of *The Book of Acts in Its First Century Setting*, edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1993.
- Entry in a specialized reference work (e.g. a theological dictionary)** Stendahl, Krister. "Biblical Theology, Contemporary." In *The Interpreter's Dictionary of the Bible*. Vol. 1, edited by G. A. Buttrick, 418-32. Nashville: Abingdon, 1962.

# web

- journal article** Kiser, Lisa J. "Silencing the Lambs: Economics, Ethics, and Animal Life in Medieval Franciscan Hagiography." *Modern Philology* 108, no. 3 (February 2011): 323-42. Accessed September 18, 2011. <http://dx.doi.org/10.1086/658052>.
- website with no known author** "On Haiti and Africa." Free Methodist World Missions. Last modified January 17, 2018. Accessed March 22, 2018. <http://fmcusa.org/fmmissions/on-haiti-and-africa/>.

# misc.

**secondary source  
(source-in-hand)**

Shannon, Gregory. *Pursuing Peace: Social and Political Tensions in the 21st Century*. New York: G & S Press, 2003.

**government  
document**

U.S. Department of State. *2013 Tax Policies in California*. Washington, DC: GPO, 2012.

**the Bible**

*Do not cite **sacred texts** (including the Quran, Bhagavad Gita, Apocrypha, etc.) on the reference page unless directed to do so by your professor.*