

University of North Alabama

Introduction to Chicago-Turabian Style

Center for
WRITING EXCELLENCE

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July 2011

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Introduction to Chicago Style

Kate L. Turabian created the Chicago-Turabian style at the University of Chicago in 1937. This style is highly adaptable to many disciplines and presents source information in an easy-to-find fashion. This handout is based primarily on the 7th Edition of A Manual for Writers, © 2007 Chicago University Press.

The central focus in writing a research paper in Chicago style is the presentation of specific and general source material in an easy-to-understand format that makes distinctions without complicating citation. The genres that use Chicago style often emphasize names and dates and places; the technical aspects are important because they demonstrate the difference between general ideas and specific evidence without cluttering the paper.

Elements

Each paragraph or section of your research paper needs to have three distinct parts: **claim**, **evidence**, and **discussion**. The claim refers back to your thesis, the evidence supports the claim, and the discussion explains how the evidence given is relevant.

Chicago style provides a straightforward method for distinguishing between the individual points of evidence you use and the general research you consulted. Although it is possible to use parenthetical citations in Chicago style (see page 5), the primary citation method uses footnotes on each page to immediately cite sources. This method includes a collection of all your sources in a bibliography at the end of the paper; this is called *Notes-Bibliography* citation.

Simply giving evidence is never enough. You always need to explain how the source can be used to support your claim and the overall purpose of your paper. It is better to have one or two sources that are thoroughly explained than to have three or four sources without any context or explanation.

Presentation

Chicago style can be used for research papers, dissertations, or even theses. The layout and presentation of a dissertation or thesis is slightly different from the layout of a research paper. This guide presents a title page and other page examples that are intended for a research paper. The example used is a medium-length research paper with an introduction, three chapters, and a conclusion. If your research paper or essay is shorter than this, adjust accordingly. Not all papers will need a table of contents.

Chicago style is intended to present information in a way that reflects your progress from research question and hypothesis to research and conclusions. Keep this in mind, both with respect to the organization of your paper and the progression of ideas in your paper.

Layout Overview

Title page

Provides the title (in all caps), the author's name, the name of the class, and due date. No page number. Answers the questions of *Who*, *What*, and *When*.

Contents

If the paper is long enough to have separate chapters, include a table of contents. Use the headings in the paper. Number with lowercase Roman numerals. See page 2.

Body pages

12 point font for text and 10 point font for footnotes, tables, and captions, one-inch margins, indented double-spaced paragraphs. Single-space block quotations, tables, and captions.

Bibliography page

"Bibliography" or "Sources Consulted" centered at the top of the page. Uses hanging indent to separate individual references. Answers all the basic Chicago questions (see page 4).

Use "Different First Page" to omit any first page header or footer.

If the paper has a subtitle, place it on a subsequent line with a colon after the main title.

LETTING GO:
HOW BOOT CAMP CONDITIONS SOLDIERS
TO LEAVE THEIR HOMES

Jane P. Jones and Robert R. Smith
Psychology 283
September 12, 2011

A Table of Contents is **only** necessary if your paper is long enough for chapters. If so, major headings should be in all caps. If your paper is not long enough for chapters, omit this page.

For more than two authors, separate their names with commas and add "and" at the end. "John Smith, Paul Jones, and Ron Huett."

It is permissible, but not required, to add a row of periods (.) between the Contents entry and the page number. This example only includes this line for major headings.

Subdivisions in the table of contents should follow the levels of heading used in the paper (see page 9).

CONTENTS		i
ACKNOWLEDGEMENTS		ii
Glossary		iv
INTRODUCTION		1
CHAPTER ONE. Aspects across the Armed Forces		3
Air Force		3
Marine Corps		7
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CHAPTER TWO. Historical Psychological Models		12
Regressive Identification		13
In-group Identities		14
Pharmaceutical Suppression		17
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The contents page and any following pages that come before the body should be numbered with lowercase Roman numerals.

Chapter 1.

Aspects across the Armed Forces

For many soldiers, the most memorable aspect of their training was boot camp. Boot camp is the transitional period wherein troops learn to identify with their branch of the armed forces. The process of boot camp has grown along with the field of psychology, and so a comparison between boot camp methods and psychological methods poses an interesting series of questions.

The 1972 Boot Camp Reform Act¹ instituted a series of changes to the way that the vari

1. Robert Wilson, "History of Chicago, <http://chicago.edu/facu> (accessed September 2, 2011).

Place the page number in a consistent place in the header or footer.

If the paper has an introduction and chapter divisions, place them at the top of the page. Otherwise, start with nothing but the body text.

Double space the entire Bibliography page; use a hanging indent to show paragraphs.

Bibliography

Koch, Robert. *Pocket Guide to Boot Camps*, 2nd ed. Boston: Houghton Mifflin, 2007.

Chapter in an edited collection.

Stewart, Thomas, and Greg T. Biffle. "Relationships in Social Dynamics." In *Psychiatric Psychology: Contemporary Practice*, edited by James Kirk, 124-138. Philadelphia: Lippincott-Williams, 1999.

Smith, Maggie R., Fionnula Flanagan, Ashley M. Judd, Ellen A. Burstyn, Sandra Bullock. "Building Connections through Team Projects." *Military Exchange Quarterly* 10, no. 3 (November 2002): 171-9.

Article in a print journal.

Thompson, Rager. "A Buddhist Response to the Nature of Human Rights." *Journal of Buddhist Ethics* 8 (January 2001). doi:10.1000/182.

Vaughn, Jana M. "Power through Appointment." *Social Science Research* 29 (March 2000): 535-555. <http://www.ssresearch.com/articles/04153873453> (accessed September 5, 2011)

For two or more authors, separate with commas and the word "and". Only the first author's name is reversed. List all authors.

When citing an online source or journal, list the DOI or the URL. You need to include your access date if you give a URL and no DOI.

Source Integration

All works used within the paper must be cited. If you use an idea or paraphrase information from another source without citing it, *you are plagiarizing*. All specific statements of fact that are not your own personal experience of general knowledge must be cited. In-text citations may be either parenthetical or footnote depending on which version of Chicago Style is being used. For specific examples and differentiation, see pages 6 and 7. Refer to the Writing Center's page on [source integration](#) for more information on specific types of in-text citation.

Choosing Text to Integrate

1. Read the entire text, noting the key points and main ideas.
2. Summarize in your own words what the single main idea of the essay is.
3. Paraphrase important supporting points that come up in the essay.
4. Consider any words, phrases, or brief passages that you believe should be quoted directly.

When deciding which information to integrate into your paper, you should first read the entire text. Make sure that the main ideas and key points within the source agree with what you wish to say. It is not acceptable to simply take a portion of the text and misrepresent the author's meaning.

Summarize any ideas or text that you believe to be important. Proper summarization should condense the main idea or text of several pages or even the entire source into a brief overview. By summarizing, you save many paragraphs or pages of unnecessary text. When using in-text citations for summaries, you must always cite the author. If there is no author listed, cite the article name. Summaries do not require page numbers in the footnote; this is because the text summarized will usually cover several pages of text or information.

Some bits of text may be too important or detailed to summarize. If you are unable to summarize the information, then you should **paraphrase**. Paraphrasing involves putting the text into your own words. Paraphrased information is usually shorter than the original text, but it gives a more detailed view than simply summarizing. All ideas should be attributed to the original author, even though the words used are your own. For paraphrases, include the page number from the original source in the footnote.

Quoting should only be used when the author's words are so precisely and accurately stated that they cannot be paraphrased or when you intend to dissect the meaning of a specific bit of text. Professors usually prefer students to avoid quotations unless they are absolutely necessary.

Direct quotations that are less than five lines should be incorporated into the text, surrounded by quotation marks, and cited. Quotations that are five lines or more should be placed in a single-spaced indented block quote without quotation marks (see example at right). Include the footnote number within the block quote.

Always introduce sources that you are summarizing, paraphrasing, or quoting. The words or phrases used are known as **signal phrases**. Signal phrases do not eliminate the need for footnotes, but they mark where information from a particular source begins. All relevant information must still be given in the footnote. Here are some examples of signal phrases:

According to Koch...³
In 2008, Koch reported that...³

boot camp has grown along with the field of psychology. Research in the Navy found the following:

Psychological profiling in military situations has led to a decrease in the number of Basic Training dropouts wherever the practice has been instituted. Drugs to suppress incidents of "drill rage" were less successful than careful organization based on observed weaknesses and strengths.²⁴

After General Wilson instituted the 1972 Reform Act for the Army's Basic Training in 1975, many drill sergeants objected,

Citing Sources

Each source you use will be cited at the end of the paper in the bibliography. The source will also be cited wherever it has been integrated. It is possible to do this using **parenthetical citations**. These use the last name of the author, the year of publication, and the specific page number you are referencing. If you do not have a date, use “n.d.”; if you do not have a page number, omit it; if you do not have the author’s name, use the first part of the title. Examples of parenthetical citations:

(Vaughn 2000, 537)

(Matthews n.d., 12)

(“Entering the Force” 2008)

Only use parenthetical citations if this is specifically requested by the instructor. **In the majority of cases, Chicago papers use the *Notes-Bibliography* style.**

Notes-Bibliography style lists sources in footnotes, allowing the reader to locate and identify the specific sources quickly while they read. Footnotes also allow you to cite interviews, extremely common sources such as Scripture, and personal communication, none of which would appear in a bibliography. The comprehensive bibliography at the end gives readers a chance to see an overall alphabetized listing of all the sources you used or consulted, but sources are still listed on each page.

Automatic formatting or citation machines, including Microsoft Word’s “References” tab, are often incorrect and should not be trusted to produce reliable citations.

Citations in footnotes and citations in the bibliography follow the same basic format: **Who. What. Where.**

Who. Identify the author or authors of a document. If a given document is produced by a corporate author, then the name of that entity may be used. Because bibliography entries are arranged alphabetically, they always start with the last name of the author listed first; notes simply start with the first and last name normally. For multiple authors, include them all in a list for bibliography entries. For footnotes, follow these examples:

- For two authors: James T. Kirk and Leonard H. McCoy,
- For three authors: J. K. Rowling, C. S. Lewis, and J. R. R. Tolkien,
- For four or more authors: David B. Jesse et al.,

If the source has an editor listed instead of an author, use the editor’s name in place of the author’s name, but add “ed.” or “eds.” after to indicate this.

What. This identifies the title of the article, book, webpage, film, project, section, or chapter. Titles should be capitalized in headline style: the first word of the title, the first word of the subtitle, and all major words should all be capitalized, regardless of how the capitalization looked in the original title. Titles published within a larger work, like articles in a journal, should be placed in quotation marks; titles of major works, like books and films, should be italicized. Citations of a specific chapter in a book include the chapter title and the book title with only the book title italicized. For works published before 1800, retain the original punctuation, spelling, and capitalization of the original.

Where. This provides the reader with instructions on how to find the source. In footnotes, the “where” is often in parentheses.

- If you are citing a **book** or **film**, the “Where” is the publication information (usually city, publisher, and year).

Footnotes vs Endnotes

Footnotes and endnotes are both small superscript (elevated) numbers in your text that indicate a citation or note. However, when using endnotes, all the citations for a single chapter are grouped at the end of the chapter; when using footnotes, the citations for each page appear at the bottom of that page. The numbers do not start over on each new page, but continue from where they left off on the previous page.

Unless otherwise advised by the instructor, use footnotes for all Chicago papers.

- If you are citing an **article** of any kind, the “Where” is the name of the magazine, newspaper, or journal that the article came from and the date that it was published. Include the volume and issue number for journals but not for magazines or newspapers.
- If you are citing an **online source**, the “Where” is the name of the website or online journal, the date it was published, the URL where it was found, and the date you accessed it.
- If you accessed a **journal article through a database** that lists the Digital Object Identifier (DOI), treat it like a print journal, but add the DOI after the publication date.

Formatting between notes and bibliography is only slightly different. Bibliography entries usually use periods to separate Who, What, and Where; footnotes use commas for separation. Bibliography entries are designed to be alphabetized; footnotes are not.

The following examples show the differences between footnote citation and bibliography citation. “N” signifies footnote formatting; “B” signifies bibliography formatting (do not include “N” or “B” in your citations).

Book:

N 3. Ash Williams and Raymond Knowby, *The Powers of That Book*. (Wilmington, North Carolina: Necronohaus Books, 1987), 22-25.

B Williams, Ash, and Raymond Knowby. *The Powers of That Book*. Wilmington, North Carolina: Necrohonhaus Books, 1987.

Page range is only provided in the footnote.

Journal/Magazine:

N 6. Robert Koch, “Building Connections Through Reflective Writing,” *Academic Exchange Quarterly* 10, no. 3 (October 2006): 211.

B Koch, Robert. “Building Connections Through Reflective Writing.” *Academic Exchange Quarterly* 10, no. 3 (October 2006): 208-213.

Note that specific pages (for paraphrases or quotations) are provided for footnotes; the full page range of the article is provided for the bibliography entry.

Online Journal with URL:

N 8. Minnie Mouse, “My Disney Success Beginning in 1950,” *Life of Disney Quarterly* 10, no. 7 (2001), <http://madeup.journals.edu/lifeofdisney> (accessed May 2, 2010).

B Mouse, Minnie. “My Disney Success Beginning in 1950.” *Life of Disney Quarterly* 10, no. 7 (2001). <http://madeup.journals.edu/lifeofdisney> (accessed May 2, 2010).

Online Journal with DOI:

N 13. Charles Spurgeon, “The Shrill Trumpet of Admonition,” *Republished Sermons Monthly* 18 (2003), doi:10.348005/154.8602

B Spurgeon, Charles. “The Shrill Trumpet of Admonition.” *Republished Sermons Monthly* 18 (2003). doi:10.348005/154.8602

Websites:

- N** 24. John Daniels, "Nebraska School Children Honored Teacher," Nebraska Family Council Online, <http://www.nebraskafictionnews.com/teacherhonored> (accessed January 18, 2007).
- B** Daniels, John. "Nebraska School Children Honored Teacher." Nebraska Family Council Online. <http://www.nebraskafictionnews.com/teacherhonored> (accessed January 18, 2007).

If no author is provided, list the organization that owns the website in place of the author.

One advantage provided by footnotes is that citations of the same source do not have to be repeated in full. If a particular source has been referenced before, you need only include enough information to identify it with the previous source. If different parts of a source are cited back to back, the second footnote can use "Ibid." (short for the Latin *ibidem* or "in the same place") along with the different page number cited. An example of this for the same repeated source follows (taken in part from page 154 and following of *A Manual for Writers*).

12. Nancy L. Green, "The Politics of Exit: Reversing the Immigration Paradigm," *Journal of Modern History* 77 (June 2005): 275.
13. Theodore Silver, *Sir Gawain and the Green Knight* (Chicago: University of Chicago Press, 1974), 34.
14. Green, 276.
15. Ibid.
16. Ibid., 280.

For more examples of Chicago citations, visit <http://owl.english.purdue.edu/owl/resource/717/01/> or http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

Organizing Information

Chicago style does not have a specific design requirement for creating **levels of heading**. However, if you are using levels of heading, be cautious about using more than two or three levels of subheadings. Each heading should have a substantial quantity of text under it. Do not create subheadings if that subheading is the only one at its level.

Generally, papers shorter than 5 pages will not require any headings; headings exist to separate sections of the paper, not to label individual ideas. Constructing paragraphs with topic sentences at the beginning and transitions at the end will serve to label and organize ideas; headings should only be used when very large sections need to be separated.

Do not use numbers, letters, or roman numerals with your headings.

Although there is no specific set of headings required in Chicago style, each level of subhead should be different from the others, and the major headings should stand out more than the lower ones. For example, the major sections of your paper could have a centered, boldface heading; subsection within those main sections, could have centered, regular type headings, and further divisions within those subsections could use regular type headings that are flush left.

without exception. The following steps are usually taken during the first few days of Marine Corps basic training (called Recruit Receiving):

1. The "jarhead" Marine haircut is given to all the recruits.
2. Uniforms and other items are issued.
3. Recruits memorize the basic rules of boot camp.
4. Lessons in drill and camp structure begin immediately.

If your professor has specific headings that he wants to see in your paper, follow those recommendations.

Numbered lists can sometimes be used to organize large or particularly important groups of ideas. It is important that these lists maintain parallel structure; they need to follow the same grammar, syntax, and concept. When you only have a few items in a list, include them in your sentence. You can identify them using numerals in

parentheses (For example: (1) your first point, (2) your second point, and (3) your third point). If you have more than two or three points or if the items in your list are long, you can organize them as show in the example at left. Only conclude each item in the list with a period if the items are all complete sentences.

Whenever a large quantity of information needs to be displayed, you can use a **table** to organize and present it. There are various ways to put together a table. Avoid using vertical lines; columns of figures should show the vertical arrangement of the data. The example on the following page shows how simple data can be organized using a basic table; this model can be adapted as needed. Make sure that tables are appropriately titled and numbered. Keep the presentation as simple as possible; if you are trying to show a distinction between two groups of figures, you can separate the groups with an extra line space.

Explaining tables in your text is important so that the reader will understand their relevancy. If there is a particular data point in your table that you discuss in your text, you can call attention to it by using boldface or highlighting.

More options for tables and figures are explained in Chapter 8 of *A Manual for Writers*.

Contributors

This Chicago-Turabian style guide was created in 2011 for the University of North Alabama Library and Center for Writing Excellence by David MacMillan III as part of the Library's libguide redesign program. The following individuals contributed to the contents and design of this guide:

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All instruction in this guide has been derived from Kate Turabian's *A Manual for Writers*, 7th Edition, © 2007 University of Chicago Press. Sources used or consulted are included below.

completely. The basic data obtained in the survey is shown in the following table.

Table 4

Average Age of Recruits Entering Basic Training

Branch	Male Recruits	Female Recruits
Army	20.2	20.6
Marines	19.1	19.3
Air Force	22.8	23.1

Table 4 shows that female recruits join the military at a later age than their male counterparts. Younger individuals are likely to enter the more rigorous branches

Bibliography

“Quoting, paraphrasing, and summarizing.” Purdue University Online Writing Lab, 2007.

http://owl.english.purdue.edu/handouts/research/r_quotprsum.html

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007.

University of Chicago. *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*. 15th ed. Chicago: University of Chicago Press, 2003.